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ABSTRACT

A nationwide program to provide teenagers with opportunities to develop more positive attitudes about children and parenting, to improve self-awareness and self-understanding, and to increase knowledge and skills related to child care and development formed the basis for a survey compiled by voluntary organizations serving teenagers. Nonrandomized pre- and post-questionnaires with comparison-group design measured the impact of instructional programs on 6,000 to 6,700 participants. A sample of five sites was perceived as adequately representing youth-serving programs in 20 counties. A new instrument, the Parenthood Questionnaire, was mailed to individuals who had participated in the program 2 to 4 years earlier. Specifically, results provided 13 conclusions and 8 recommendations. Conclusions generally concerned (1) varying degrees of enthusiasm and success of organizational planning, development, and implementation; (2) changes in parenting knowledge, attitudes, skills, self-assessment, and motivation; and (3) teenage acquisition of low levels of parent education prior to training. Recommendations focused on funding for maintenance and provision of parent education programs and for the operational definition and evaluation of program goals and objectives. (BJD)

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Ray Rackley, Ph.D.
U.S. Department of Health, Education and Welfare
Office of Human Development Services
Administration for Children, Youth and Families
Children's Bureau
Washington, D.C. 20013

Dear Dr. Rackley:

Behavior Associates is pleased to submit the Final Evaluation Report covering the National Voluntary Organizations' component of the Education for Parenthood Demonstration Project. We hope the information contained herein will be of assistance in future program planning pertaining to parenting education programs for youth.

The participating National Voluntary Organizations are to be commended for their willingness to cooperate fully throughout the evaluation process even though it required considerable time and effort from their program staff. For this we remain most appreciative.

It has also been a pleasure to work with you, E. Dollie Wolverton, and others at the Administration for Children, Youth and Families on such an important project. We look forward to a continuing association with you and the excellent personnel of the National Voluntary Organizations.

Sincerely,

Larry A. Morris

Larry A. Morris, Ph.D.
Director
Education for Parenthood
Evaluation Project

LAM/kip

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INTRODUCTION

WHAT THREE THINGS MAKE A GOOD PARENT?

"Understanding the child. The child is a person with certain ways of doing things. It is wrong to raise a child to be just like yourself."

"Having a good education so you will be aware of things. If you don't know anything, you can't help your child learn and know things."

"Love."

EfP Teenage Participant

INTRODUCTION

In 1972, the National Center for Child Advocacy, Children's Bureau, Office of Child Development, in cooperation with the Office of Education and the National Institute of Mental Health, launched a nationwide program called Education for Parenthood (EfP). The major purposes of the program were to provide teenagers with the opportunities to develop more positive attitudes about children and parenting; to improve their self-awareness and self-understanding; and to increase their knowledge and skills along the following dimensions:

- .The course of child development.
- .The social, medical, and emotional needs of children.
- .The family's role in child development and socialization.
- .The important factors in prenatal and early postnatal care.
- .Child care career possibilities and requirements.

Education for Parenthood was intended to supplement, rather than replace, any parenthood training young people received at home, and to strengthen the family as the most important influence on a child's life. Since its inception, the Education for Parenthood Program has helped many schools and voluntary organizations set up programs to teach adolescents about child development, to give them experience in working with young children, to answer their questions about children and parenthood, and to prepare them for possible careers in working with children.

The overall Education for Parenthood Program had three major components:

1. Development of Parenthood Education Curricula for Schools

In 1972, a Children's Bureau grant was awarded to the Education Development Center, Newton, Massachusetts, to develop and evaluate a comprehensive curriculum on child development for students in grades 7 through 12. The title of this course is *Exploring Childhood*. Additional financial support was provided by the National Institute of Mental Health.

2. Development of Parenthood Education Programs in Non-School Settings

In 1973, a second phase of the Education for Parenthood Program began. Seven national voluntary youth-serving organizations were awarded three-year grants to conduct a variety of pilot parenthood education projects for teenagers in non-school settings. An additional five-year grant was awarded to Behavior Associates for a comprehensive evaluation of the National Voluntary Organization projects.

3. Provision of Technical Assistance by the Office of Education

Since no single parenthood education course can meet the needs of every community, Parents/Early Childhood and Special Programs, U.S. Office of Education, DHEW, provides information on a variety of approaches that schools and voluntary organizations can use in designing their own programs. This third component of the Education for Parenthood Program serves as a clearinghouse for information about available parenthood education curricula and materials. The Office of Education also provides technical assistance to local school systems and agencies desiring to establish parenthood education programs.

The purpose of this report is to present evaluative information pertaining to the Education for Parenthood Demonstration Programs conducted by the following voluntary youth-serving organizations:

Boy Scouts of America
North Brunswick, New Jersey 08902
(201) 249-6000

Boys' Clubs of America
771 First Avenue
New York, New York 10017
(212) 557-7755

National 4-H Club Foundation of America
Room 6002, South Building
14th & Independence
Washington, D.C. 20250
(202) 447-5587

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 751-6900

National Federation of Settlements and Neighborhood Centers
232 Madison Avenue
New York, New York 10016
(212) 679-6119

Salvation Army
120 West 14th Street
New York, New York 10011
(212) 243-8700

Save the Children Federation
Appalachian Program
P. O. Box 319
Berea, Kentucky 40403
(606) 986-3901

Except where noted, the information reported here will be at a national program level (all programs or sites summarized as one overall program) and/or at the National Voluntary Organization (NVO) level (all sites for an NVO summarized as an overall NVO program). The majority of the information contained in this report was obtained during the second (June 30, 1974 to June 29, 1975) and third (June 30, 1975 to June 29, 1976) project years. Follow-up information was obtained during the fifth project year (June 30,1977 to June 29, 1978). The estimated total number of participants in the Education for Parenthood Project during the reporting period is 6,000 to 6,700. These figures are based on the number of completed questionnaires returned to Behavior Associates, sampling procedures, and allowances for participants in special programs and participants entering programs following pretesting

EVALUATION PROCEDURES AND INSTRUMENTS

"Before I went in I thought I'd get married right away and have children. Now, I want to wait until I'm mature enought to be a good parent."

EfP Teenage Participant

EVALUATION PROCEDURES AND INSTRUMENTS

In response to numerous evaluations which fail to address the important informational needs of decision makers within social action programs themselves, as well as within funding agencies, Behavior Associates has developed an evaluation model called Informative Evaluation. In this model considerable attention is given to identifying and prioritizing the informational needs of funding agencies, program administrators, and other relevant persons within the decision-making structure of an organization. Ultimately, the goal of the model is to provide reliable, valid, and useful information to facilitate rational, data-based decision making.

The Informative Evaluation Model was employed in the evaluation of the Education for Parenthood Program. It was particularly well suited for this project, because it allowed for the provision of meaningful evaluation data in spite of the differences in the goals, objectives, and techniques of the seven National Voluntary Organization's programs.

Several conferences and Informative Evaluation Workshops were held during the first and second project years. The purpose of these meetings was to communicate the Informative Evaluation Model and to subsequently elucidate the information needs of the Administration for Children, Youth and Families (formerly, the Office of Child Development), the Office of Education and the seven National Voluntary Organizations. The various information needs were specified and prioritized, and the evaluation questions, procedures, and instruments developed.

The solicitation of input from representatives of each of the National Voluntary Organizations had the primary benefit of enabling the evaluators to more effectively meet the evaluation needs of a wide variety of programs. A second benefit was the increased cooperation of the National Voluntary Organizations. Many of those participating in the conferences and evaluation workshops became enthusiastic supporters of evaluation generally, and therefore, facilitated the implementation of the specific evaluation procedures and methodology requested by Behavior Associates.

The evaluation questions, procedures, instruments, and statistical approaches used for the evaluation of the Education for Parenthood Program are described below.

Evaluation Questions

The general questions which were raised initially and subsequently refined through interaction among the evaluators, the National Voluntary Organizations, and the Administration for Children, Youth and Families were:

1) How effective are the instructional programs in developing the attitudes, knowledge and skills of the Education for Parenthood participants along the following dimensions:

   .Attitudes or opinions about children, parenthood, themselves as individuals, and careers in child care.

   .Knowledge of child development and child development issues.

   .Knowledge of the social, medical and emotional needs of children.

   .Knowledge of the important factors in prenatal care and the early months of infancy.

   .Knowledge of child care career possibilities and their requisite skills.

   .Skills in child care and parenting.

2) How do the various individuals involved in each of the Education for Parenthood Programs evaluate the quality of the instructional programs on such dimensions as interest, level of difficulty, ethnic and cultural relevance, and the like?

3) What is the specific nature of each of the Education for Parenthood Programs operated by the National Voluntary Organizations?

4) What are the participants like in each of the Education for Parenthood Programs?

5) How do the national project directors, local program administrators, line staff, and participants evaluate the effectiveness of the Education for Parenthood Programs?

6) To what degree do the National Voluntary Organizations directly involve parents in their Education for Parenthood Programs and what is the response of the parents to the various programs?

7) How effective are the National Voluntary Organizations with regard to the overall administration of the Education for Parenthood Programs?

8) To what degree do the National Voluntary Organizations become involved in the dissemination of information about their Education for Parenthood Project as well as the materials developed under the Project?

9) What are the long-term program effects on the participants with regard to their marital status, number of children, career status and aspirations, opinions and knowledge about children and parenthood, self concept, and skills in working with children?

Evaluation Instruments

In order to collect the necessary information as specified in the evaluation questions, a wide variety of evaluation instruments and procedures were developed specifically for the Education for Parenthood Project. A description of the major instruments follows.

Documentation and Description of Education for Parenthood Programs

Training Description Form. The Training Description Form was designed to provide information about the nature of each training activity used by the National Voluntary Organizations in their specific Education for Parenthood Program. The project director, group leader, or other similar person completed a Training Description Form (TDF) for each training activity. At specified intervals, the completed forms were sent to the evaluators for coding, computer storage, and data analysis.

The Training Description Form obtained information about the following training activities:

.Location of the program.

.Date the training occurred.

.Who actually trained the participants.

.The professional background of the trainer.

.The training method (e.g., lecture, demonstration, group discussion etc.) employed.

.The nature of the training materials (e.g., audiovisual, written, graphic, etc.) used.

.Where the training took place.

.How many and what types of people (e.g., male and female participants, parents, etc.) were there.

.The length to the nearest hour of the training session.

.The focus (e.g., child development, sex education, lifestyles, child care jobs, etc.) of the training session.

Placement Log. The Placement Log was designed to document the participants' actual practicum experience with children in day care centers, preschools, and other agencies providing services for young children and their families. The Log captured not only the type of practicum experience with children, but also the amount of time each Education for Parenthood participant actually spent in contact with young children.

Record of Attendance Log. The Record of Attendance Log was developed to record the frequency of attendance of the Education for Parenthood teens in each of the specific programs. The Attendance Log also obtained information on whether the participant had been administered the Education for Parenthood Modular Questionnaire.

Copies of the Training Description Form, the Placement Log, and the Record of Attendance Log can be found in Appendices A, B, and C, respectively.

Measurement of Impact and Program Effectiveness

Education for Parenthood Modular Questionnaire. The Education for Parenthood Modular Questionnaire was designed to be administered by Education for Parenthood Program staff to their program participants, and, whenever possible, to a comparison group. The administration of the Questionnaire took place at each of the National Voluntary Organization's sites at the beginning (pretesting) and again at the conclusion of each program (posttesting). This multifaceted instrument obtained information from the teen participants along the following dimensions:

- .Demographic and Related Information.
- .Their Opinions About:
  - Children
  - Parenthood
  - Themselves
  - Careers in Child Care
  - Their Child Care Skills
- .Their Knowledge About:
  - Prenatal Development
  - Child Development
  - Social, Emotional and Medical Needs of Children
  - Family-Child and Adult-Child Interaction
  - Adolescence
  - Sexual Behaviors including Birth Control
- .The Evaluation of the Program (for participants at posttesting only)

The Parenthood Questionnaire. In 1977-78, Behavior Associates developed and standardized a new instrument called The Parenthood Questionnaire. This Questionnaire combined some items of high validity from the Modular Questionnaire, some items from the Parents Anonymous Profile Questionnaire (Behavior Associates, 1976) and new items which were thought to be important for evaluating parenthood programs. The Parenthood Question-

naire was mailed to individuals who had participated in the Education for Parenthood Program two to four years earlier. Instructions were given to complete the Questionnaire, make any name or address corrections, and return it to Behavior Associates.

Copies of the Pretest Modular Questionnaire, the Posttest Modular Questionnaire, and The Parenthood Questionnaire can be found in Appendices D. E and F, respectively.

Site Visits and Program Assessment

One of the major evaluation activities throughout the Education for Parenthood Program involved visiting as many separate National Voluntary Organizations' sites as possible. Site visits were performed for two reasons. First, they were conducted for the purpose of meeting with program staff to clarify the nature of their programs, goals, objectives and activities. During these site visits the evaluators presented additional information about the evaluation project and the nature of the program staff's role in the evaluation. Efforts were made to solicit and encourage the cooperation of the various site directors and program staff in the implementation of the evaluation design.

A second reason for conducting site visits was to obtain evaluative information of a subjective nature. Site visits with this purpose occurred toward the end of each site's program. During these visits the evaluators interviewed project staff and participants, and administered Program Assessment Questionnaires. A description of each interview form and questionnaire follows:

Program Assessment Interview: Participant

Information about the participants' personal assessment of the Education for Parenthood Program was obtained through structured in-depth interviews. The interviews were designed to yield information along the following dimensions:

- .The participants' feelings about the Education for Parenthood Program in which they had taken part.
- .The participants' feelings about eventually becoming a parent or, if they were a parent, about being a parent.
- .The participants' families' feelings about the program.
- .The participants' feelings and opinions about choosing a child care career.
- .The participants' ideas about good parenting and good parenting skills.

Program Assessment Questionnaire and Interview: Instructor

The Education for Parenthood instructors' feelings and opinions about the Education for Parenthood Program were assessed through a questionnaire and a structured in-depth interview. Each instructor was asked to complete the Program Assessment Questionnaire (PAQ) and return it to the evaluators at the conclusion of the site visit. In addition, most instructors were asked to participate in an in-depth interview which was designed to yield information along the following dimensions:

- .Their opinions about what was responsible for the best program results.
- .The total instructional time they had devoted to childrearing, prenatal development, sex education, careers in child development, supervision of participants' practicum experience with children, participants' own personal growth and development and other content areas.
- .Their background and experiences.
- .The amount and type of training or preparation they had received through the National Voluntary Organizations.
- .Their ideas about the attributes of a good parent.
- .Any additional comments or suggestions for improving the program.

Program Assessment Questionnaire and Interview: Administrator and Instructor-Administrator

Administrators, including those who were also instructors, were asked to complete a Program Assessment Questionnaire as well as partake in a structured in-depth interview with the evaluators. The major purpose of this procedure was to assess administrative personnel's feelings and opinions about education for parenthood generally and about the specific Education for Parenthood Program conducted under their direction. Information was gathered in the following areas:

- .Their description of how the program evolved and its major purpose(s).
- .Their opinion as to what part(s) of the program had produced particularly good results.
- .The total amount of instructional time the program had devoted to child development and childrearing practices, prenatal development, sex education, careers in child development, practicum experiences with children, participants' own personal growth and development, and other content areas.

.Their previous experiences or educational background which had been relevant to their role in the Education for Parenthood Program.

.The specific training they had received through their National Voluntary Organization for the administration of the Education for Parenthood Program.

.The ways in which they were involved in the dissemination of information about their specific Education for Parenthood Program.

.Their awareness of other Education for Parenthood Programs which had developed out of their own program.

.Their relationship with the national office with regard to support and assistance, communication, provision of materials, acceptance of suggestions for program development and/or management, problems with administrative requirements, and related issues.

.Their general feelings about the evaluation, as well as whether the evaluation had revealed anything of practical or personal interest to them and if program changes had been made based upon data.

.Their opinion of the attributes of a good parent.

Copies of the Program Assessment Interview Schedules and Questionnaires can be found in Appendices G, H, and I.

Program and Materials Dissemination

A major interest of a large number of decision makers was the dissemination of program information and materials. A variety of materials were developed. Some of these were designed for wide spread distribution, while others were intended for more limited use. Three logs were developed to ascertain the extent of each National Voluntary Organization's involvement in disseminating programs and distributing materials.

Education for Parenthood Program Presentation Log

The purpose of the Program Presentation Log was to keep a record of each Education for Parenthood site's formal efforts at communicating their Education for Parenthood Program to others. Efforts at program dissemination through verbal communication at group meetings and/or media presentations (e.g., magazine articles, TV spots, radio sports, newspaper stories, etc.) were documented in this Log.

Education for Parenthood Dissemination Log

The Education for Parenthood Program Dissemination Log was designed to identify new Education for Parenthood Programs initiated by other community agencies as a direct result of the dissemination effort by the Education for Parenthood Program staff. Information about "spin-off" programs which were not funded under the specific Education for Parenthood Grant through the Office of Child Development, DHEW were recorded on this Log.

Education for Parenthood Training Materials Distribution Log

The Training Materials Distribution Log was used to record the distribution of materials developed by the Education for Parenthood Programs. Names, addresses, and phone numbers of individuals and organizations requesting these materials, along with the quantities of materials sent to them were recorded on this Log.

Copies of the Program Presentation Log, the Dissemination Log, and the Training Materials Log can be found in Appendices J, K, and L, respectively.

Overall Design and Sample Selection

A non-randomized, pre-post with comparison group design was used to measure the impact of the instructional programs on the participants. Education for Parenthood participants were asked to complete a Modular Questionnaire at the beginning of the program (pretesting) and at the conclusion of the program (posttest). A comparison group (teenagers who did not participate in the program) were also pre and posttested at approximately the same times.

For programs within a single National Voluntary Organization which were designed to be uniform throughout an extensive geographical area, the evaluators and program staff selected representative sites for inclusion in the evaluation sample. The 4-H Education for Parenthood Program in Texas, for example, was conducted in 20 counties. It was decided that a sample of five sites was sufficient to adequately represent the total 20 county programs. In this instance and in a few others, the sample was representative of the total population for a particular program. Evaluation sites were always selected to reflect the socioeconomic, cultural, geographic and other characteristics of the participants in the overall National Voluntary Organization program.

A special, additional evaluation sample was established for the Girl Scouts of the U.S.A. (GSUSA). The GSUSA was interested in developing a stringent research design to evaluate the effectiveness of their Councils'

use of the *Child Development Guide*. The original plan was to use a Solomon four-group design for this purpose, however, the Councils collected data only for the pretest-program-posttest cells. Therefore, a Solomon analysis was impossible. Since the data that were obtained did meet the criteria for the regular Education for Parenthood evaluation pre-post design, they were included in the overall GSUSA data pool in the evaluation sample.

The Randomization Problem

There was no opportunity to randomly assign subjects to evaluation and comparison groups due to the nature of the programs. Therefore, the comparison and evaluation groups varied slightly on some characteristics such as: sex, race, age, and grade in school. As previously reported in Preliminary Evaluation Report II (11-10-75), a multiple regression analysis of the relationships among content test scores and these characteristics was conducted to determine on which variables it was most important for the comparison and evaluation groups to be equal. Since the comparison group data collected during the second demonstration year (1973-74) were used in the analysis of the participant group data collected during the third demonstration year (1974-75), the multiple regression analysis of the comparison data is again presented.

The multiple regression utilized the posttest scores as the dependent variable and pretest scores plus sex, age, race, and grade as independent variables. Analyses were conducted separately for the total sample of evaluation groups and the comparison groups. Only those persons who had taken both pre and posttests and had recorded values for all the other variables were included in each analysis. Since not everyone completed all sections of the Questionnaire, the sample size for each analysis varied.

The results, as shown in Table 1 indicated that the pretest score was the best predictor of posttest performance. The correlations between pre and posttests for the total scores were .70 and .71 in the evaluation and comparison groups, respectively. These values mean that approximately 50% of the variance in posttest scores can be accounted for by the pretest scores. All other variables combined with pretest scores raised the multiple correlations only to .71 and .73, respectively. These values indicate that 53% of the variance in posttest scores can be accounted for by the best combination of the five independent variables. This small addition in percent of variance explained by sex, grade, age, and race showed that the pretest score alone was sufficient to be used as an equating variable for matching evaluation and comparison groups.

Because the evaluators decided to use sex as an independent variable in the analysis of the data, the correlations between posttest scores and the combination of pretest scores and sex are given in column two of Table 1. These two variables accounted for nearly all of the predictable

variance in posttest scores. This means that when pretest scores are used as a covariate and sex is used as an independent variable in analyzing program effects on posttest scores, no other variables (grade, race and age) need to be considered. Thus, the program effects were assessed by using posttest scores as the dependent variable, pretest scores as the covariate, and evaluation-comparison group and sex as the independent variables. The entire comparison sample was used as the standard against which all programs were evaluated because the preliminary analysis indicated differences among comparison subgroups were not important. In addition, the comparison sample was shown to be adequate enough to be used in future analyses so an additional comparison sample was not needed during 1974-75.

TABLE 1. CORRELATION WITH POSTTEST AND PRETEST AND PRETEST WITH SEX (E = EVALUATION GROUP, C = COMPARISON GROUP)

Section		Pretest Only	Pretest and Sex	All Variables	Number
Before Birth	E	.50	.51	.53	833
	C	.49	.49	.51	678
What Do You Think Infants and Young Children Can Do at Different Ages?	E	.39	.42	.46	820
	C	.47	.47	.49	674
Understanding Infants and Children	E	.64	.65	.66	841
	C	.61	.62	.63	678
Family Life	E	.55	.56	.59	812
	C	.55	.56	.57	667
Adolescence - Me, Myself, I	E	.56	.57	.59	632
	C	.60	.62	.64	631
Sexual Behavior	E	.64	.65	.66	362
	C	.58	.60	.62	94
Total	E	.70	.71	.71	765
	C	.71	.72	.73	649

THE DEMONSTRATION PROGRAMS

OF ALL THE THINGS YOU LEARNED IN THE PROGRAM, WHAT IS THE MOST IMPORTANT TO YOU?

"Looking from the kids' point of view. How they feel about their parents. How to understand myself and how I react to different situations."

EfP Teenage Participant

THE DEMONSTRATION PROGRAMS

There has been a common goal in the Education for Parenthood Programs; namely, to provide youth with experiences and information pertaining to parenting to better prepare them for their potential roles as future parents. Even so, the seven National Voluntary Organizations have looked at the meaning of "preparation for parenthood" from different perspectives resulting in a rich and varied array of parenting concepts, training approaches, and parenting materials.

To familiarize the reader with the different National Voluntary Organizations' demonstration programs, each program is described below. First, an overall description, including information about the participants, is given. Then, the programs are compared in detail relative to the following questions:

- .What was the primary purpose of each training session?
- .Who actually trained the participants?
- .What training approaches were used?
- .What kind of practical experience did the youth receive?
- .Where did the training take place?

Overall Program Descriptions

Boy Scouts of America

The Boy Scouts' (BSA) Education for Parenthood Program had three major components:

- .An emphasis upon careers in child care areas (Exploring Childhood[1]).
- .A short learning experience about children and family dynamics (Seminar Package).
- .Publications dealing with family and community living, communication, etc. (Skill Books).

[1]Although the Education Development Center originated the term *Exploring Childhood* for its curricula, the Center gave the Boy Scouts of America permission to also use it.

Exploring Childhood. The Boy Scouts' Exploring Childhood program was conducted within and modeled after the Boy Scouts' career-oriented Exploring Division. The Exploring Division provides teenagers with a better understanding of a career area through actual field experience with professionals working in the area. This is accomplished by establishing Explorer Posts at agencies, offices or colleges, in career areas such as law enforcement, medicine, law, and the like. The major emphasis of the Boy Scouts' Education for Parenthood Program was on careers in child care. Several Exploring Childhood pilot sites were established in Bergen Council, New Jersey, to test the concept before introducing the new career area nationally. At these sites, Exploring Childhood Posts were established in high schools, community agencies such as day care nurseries, child care centers for the emotionally disturbed, and associations and agencies dealing with the mentally retarded or multiply handicapped child. Post advisors were faculty or staff of the participating agencies. Training and coordination were provided by the Education for Parenthood Program staff.

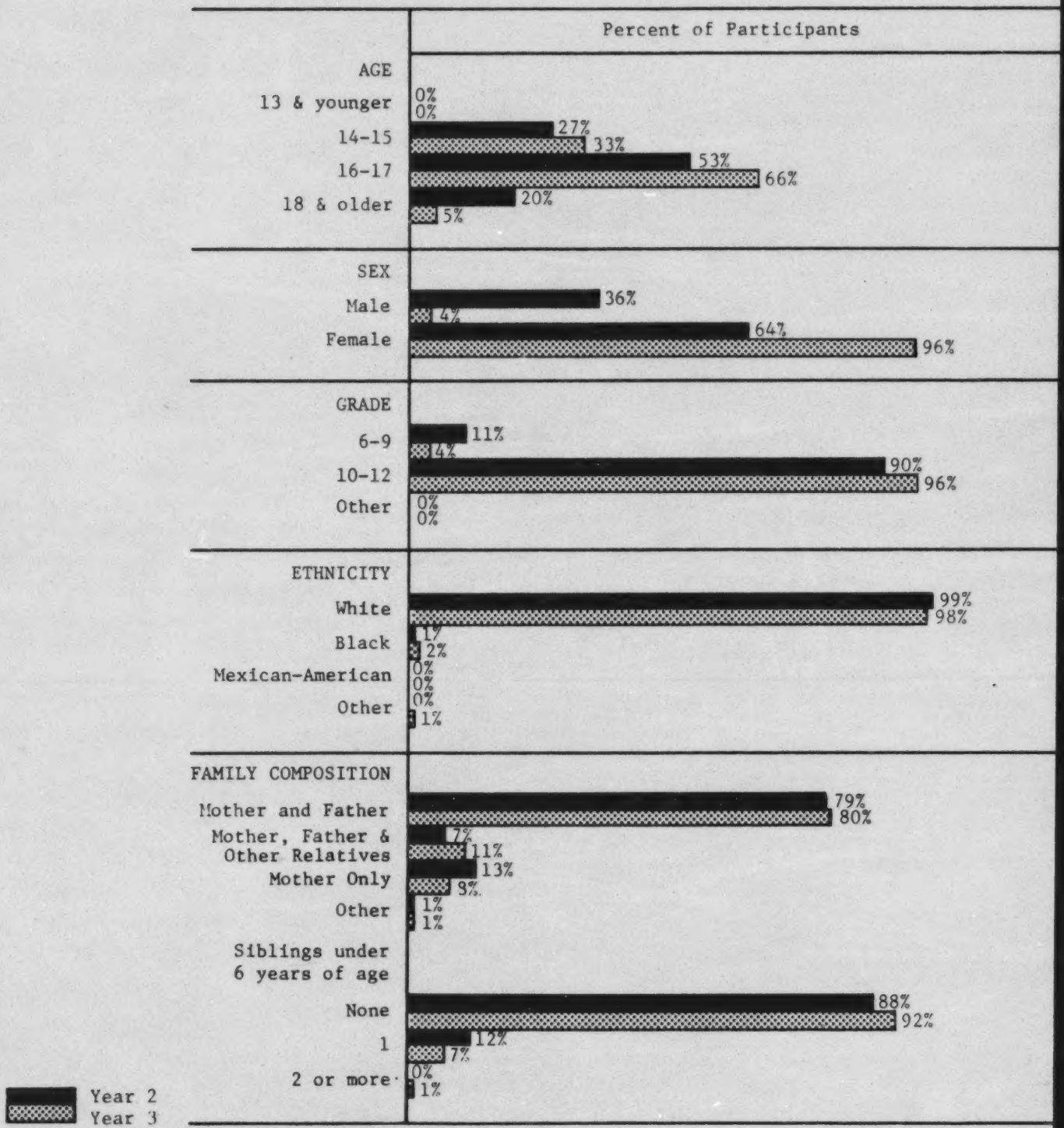
On a national basis, Exploring Childhood Posts are being established in schools, child care agencies, mental health facilities, and similar organizations where Explorers have the opportunity to observe and work with child care professionals. To supplement the field work experience, regular meetings with child care professionals are also provided.

Seminar Package. Also developed at the Bergen Council, and now ready for national distribution, is a unique, three-hour Exploring Childhood Seminar Package which utilizes slide/tape shows, group discussions, role playing, panel discussions, and an evaluation measure about children and family dynamics. An interesting feature of the Seminar Package is that Explorers helped develop it and they are the primary individuals involved in conducting the training programs.

Skills Books. As part of the overall Education for Parenthood national effort, the Boy Scouts also developed a new series of Skill Books dealing with topics such as family and community living, cooking, communication, and first aid. Skill Books are an option to the traditional *Boy Scout Handbook* and are designed for low-income Scouts or those with poor reading skills. Six Skill Books are now being distributed with six more in the planning stage. Teacher and Scout Leader Guides have also been prepared as adjuncts to the books. Through these publications, parenthood education concepts are being emphasized throughout the organization.

Participants. Between the second and third year of the Boy Scouts' Exploring Childhood Program the mean age of the participants dropped from 16.3 years to 15.4 years. As Figure 1 illustrates for both years two and three, the participants were predominantly female, White, and in the 10th or 11th grade. In addition, a majority lived with both of their parents.

FIGURE 1. WHAT WERE THE BOY SCOUTS' PARTICIPANTS LIKE?



Boys' Clubs of America

The Boys' Clubs of America (BCA) rapidly expanded their Education for Parenthood Program from three sites and 400 teenage participants in the first year to 20 sites and almost 1,000 teen participants in the third year.

The core concept in the Boys' Clubs' Education for Parenthood Program is an approach called Help-A-Kid (HAK). HAK was designed to help older Boys' Club members develop the skills and knowledge necessary to work successfully with younger Boys' Club children and other children in their communities. There are several major objectives of the HAK program, some or all of which are pursued by the various Boys' Clubs involved. The major objectives are:

- .To enhance Teenagers' knowledge of themselves.
- .To provide them with an understanding of others, especially of younger children.
- .To increase their awareness of the importance of family influence.
- .To help them gain a better understanding of the responsibilities of parenthood.
- .To broaden their knowledge of factors influencing child development.
- .To provide the opportunity to explore careers in working with children.
- .To help participants learn skills necessary for working with children.

A unique aspect of this program was the involvement of the teens with the staff in the actual planning and coordination of the activities and training. Numerous and varied individual activities were included as part of the HAK program. Individual clubs selected the activities which best suited their needs. The primary activities in the HAK program are:

Junior Staff In-Service Training Program. This component was designed to be used with teenage program staff to improve and expand their skills in working with children. In addition to developing their child interaction skills, this program aims at "humanizing" teens, helping them develop feelings of self-worth, and improving their youth leadership skills.

Values Clarification Rap Groups. In this component, teens meet with staff in an open discussion of issues of concern to today's youth. Major topical categories included: Self-awareness and roles, adolescents and sexuality, contemporary lifestyles, parenthood, families and children, life issues, and social concerns. The objectives of this component are: To increase teenagers' knowledge of themselves, improve their decision-making capabilities, increase their understanding of their value systems, and broaden their appreciation for and acceptance of divergent viewpoints.

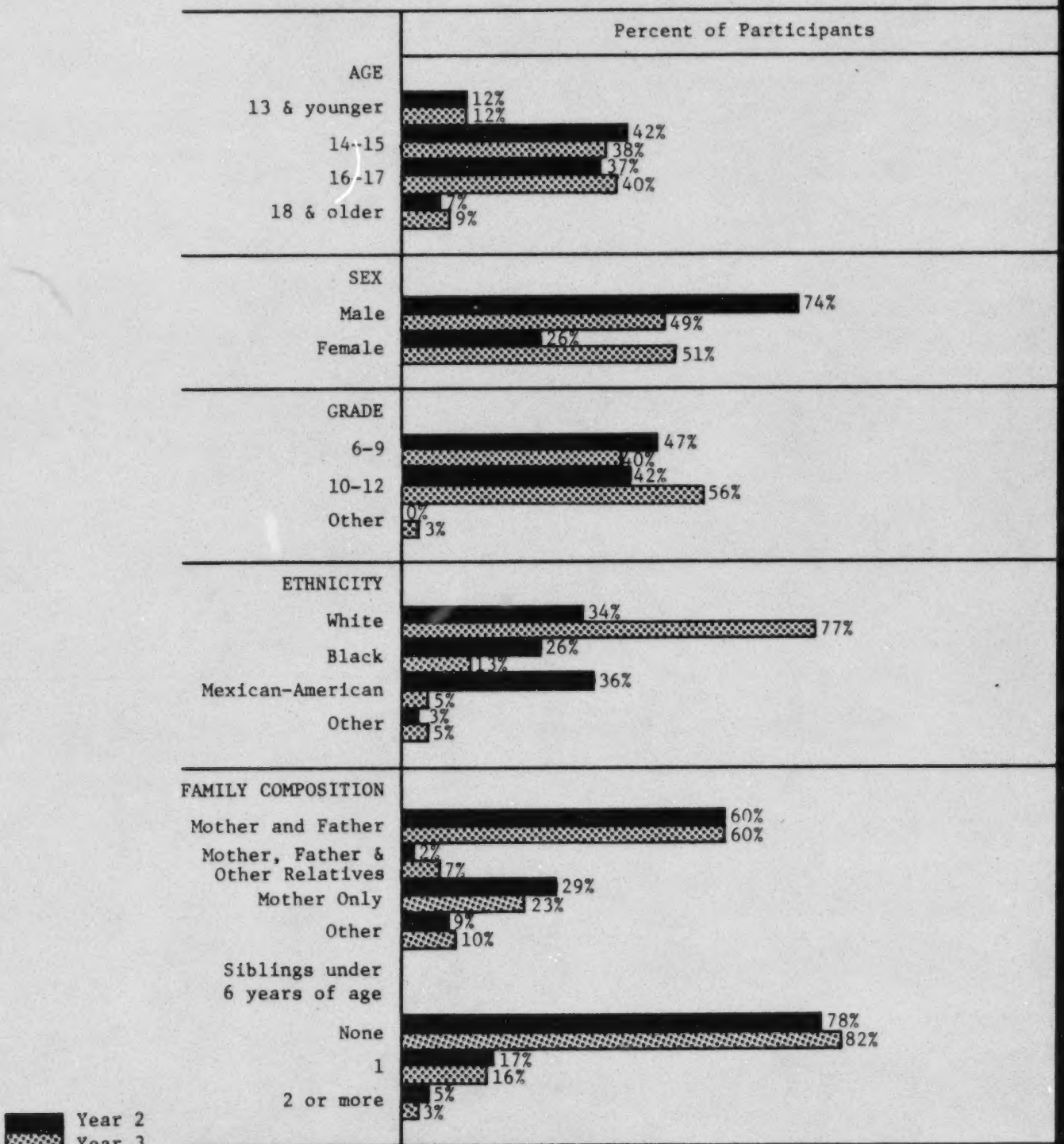
Human Survival Training. In this program the focus is on practical skills for childrearing and homemaking. The teens involved have the opportunity to develop positive attitudes toward parental roles, to strengthen beliefs in themselves as competent adults, to change and alter sex role stereotypes as they relate to certain aspects of family life, and to develop a solid understanding of their own parents and the responsibilities of adult life.

The Boys' Clubs' Education for Parenthood Program included two other important features. First, there was a program of mini-grants. Ten Boys' Clubs were selected and funded to develop their own individualized versions of Education for Parenthood. The Clubs were located throughout the nation. They developed a number of innovative programs including: one which enhanced the communication and parenting skills of young adults involved in an art program for children, another which provided family life education for teens through field experiences and a third which taught behavior management, problem solving, and child development skills to adolescents who subsequently taught the same skills to elementary-age children.

The other unique feature of the Boys' Clubs' Education for Parenthood Program was an emphasis on family communication skills. Dr. Thomas Gordon's *Parent Effectiveness Training* was provided to youth workers from 34 Clubs.

Participants. The Boys' Clubs like the BSA tended to serve a slightly younger population in the third year of their program, i.e., mean age for Year 2 was 15.2 years versus 14.8 for Year 3. Other characteristics of the participants also tended to change between the second and third years of the Help-A-Kid program. For example, in Year 2 the participant population was 74% male, 34% White, 26% Black, and 36% Mexican-American. In the third year these figures were: 49% male, 77% White, 13% Black and only 5% Mexican-American. In both years, 60% of the youth lived with both parents. Demographic characteristics of the BCA participants are illustrated in Figure 2.

FIGURE 2. WHAT WERE THE BOYS' CLUBS' PARTICIPANTS LIKE?



National 4-H Club Foundation of America

National 4-H Club Foundation of America (4-H) implemented Education for Parenthood Programs in a variety of ways and in four different geographical areas; i.e., Texas; Minnesota; Riverside, California; and College Park, Maryland. The general goals of these programs were quite similar, although there were many variations in emphasis and in techniques for reaching the goals. The major goals include:

.Achieving self-understanding and self-knowledge.

.Achieving understanding of parenting and other adult roles.

.Acquiring knowledge of traditional and alternative family lifestyles.

.Gaining knowledge of prenatal and child development.

.Gaining field experience in interacting with and teaching young children.

.Learning about normal and handicapped child development and behavior.

.Improving human relationship skills.

.Learning about pregnancy, conception, and contraception.

Teens Explore Parent Education (TEPE). The program in Texas, Teens Explore Parent Education (TEPE), was designed to use a group discussion or informal "rap" approach. The teens are recruited through the school system and the media, and then are led through a series of seven group sessions by a volunteer adult. Adult leaders receive a very detailed set of materials including session guidelines, activities written for participants, and a bibliography. These same materials are also suitable for individual 4-H projects and for program presentations.

Growing Together and Parenting and Childhood Education (PACE). There are two major types of 4-H programs in Riverside, California. Growing Together was designed for pregnant teenage girls to help prepare them for motherhood. The approach is to pair a young volunteer, who is a mother, with a pregnant teenager. The volunteer acts as a friend, confidante, and big sister to the teenager. A manual entitled *Growing Together* is used by the volunteers in conjunction with training and support from the 4-H Education for Parenthood staff.

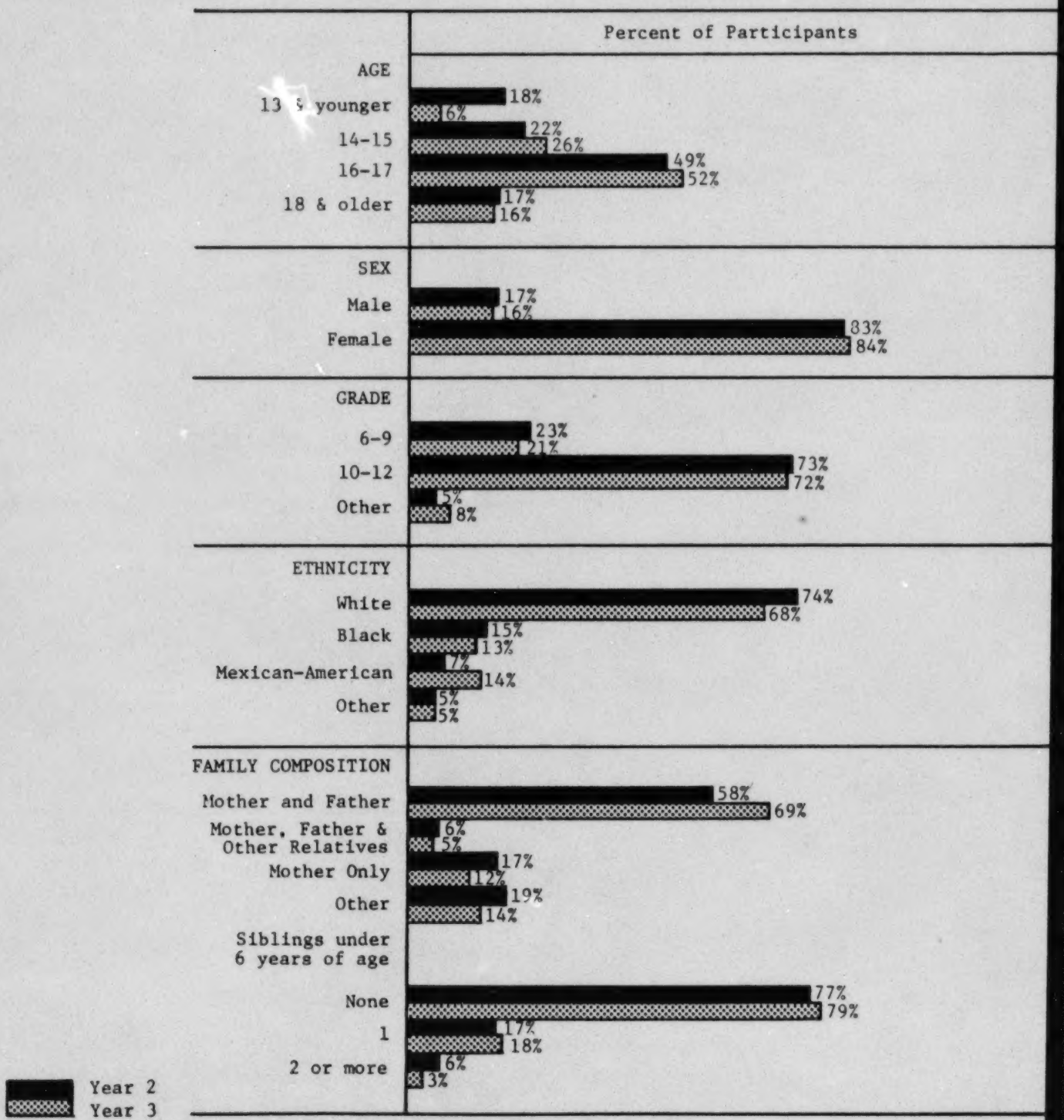
The other Riverside program is the PACE project. Again, trained volunteer adults are used (often college students), but in the role of small group leaders. They meet weekly with adolescents to discuss parenting concepts, family life, and adult roles. Usually ten sessions are held and a variety of techniques are used, including informal discussion, role playing, audiovisual presentations, field observations, participation in child care settings, and talks by resource guests representing various lifestyles.

College Park, Maryland Program. The College Park, Maryland site utilizes a variety of approaches for educating teens for parenthood. For example, one program trains both teens and adults to be babysitters for retarded children. In another program junior high students are trained to work as volunteers with infants and preschool children in nursery school settings. A third approach is a summer program which is a cooperative venture between the 4-H Education for Parenthood Program and other community agencies. In this program adolescents are recruited to volunteer for summer work with preschool-age children in day care centers. The youth begin their summer child-care experience by attending a full day training workshop. They are then given individual placements in local cooperating day care centers. In addition to their work in the centers, the adolescents meet in a series of weekly group meetings to discuss their work and to resolve specific problems encountered.

Teenagers Learning about Children (TLC). The 4-H in Minnesota implemented a peer-leader model of parenthood education called Teenagers Learning about Children (TLC). The TLC program is designed to help adolescents learn to teach other adolescents about human development, child care, family life and basic interpersonal skills. The teen "coordinators" receive intensive training and usually work with professional adult support teams (some volunteer, some paid). The teen-led groups usually meet for about 12 sessions in either school or community agency settings. A training workshop model and related manual were developed to provide intensive training for the teen leaders and for adult resource persons. A program which can be led by either adults or teens and materials for younger children (9-15) were also developed.

Participants. The mean age of the 4-H participants dropped slightly from Year 2 to Year 3; i.e., 16.0 years versus 15.5 years. The demographic characteristics remained stable. The participants were predominantly female, White and in the 10th or 11th grades. The majority lived with both parents. Demographic characteristics of the 4-H participants are presented in Figure 3.

FIGURE 3. WHAT WERE THE 4-H PARTICIPANTS LIKE?



Girl Scouts of the U.S.A.

The Girl Scouts' (GSUSA) Education for Parenthood Program has two major components. One is the National Headquarter's general effort to encourage incorporation of parent education in general programming at the Council level. The other component consists of demonstration projects in several different geographical locations. Major emphases have been on learning by doing, learning through cross-age interaction, and learning through community interaction.

The Girl Scout Education for Parenthood Project is very much an activity-oriented program with the content designed to encourage teenagers and adult leaders to learn by problem solving. The goals of the program were organized around three major areas: child development, family life, and adolescent self-awareness and growth. In addition, career exploration is an integral aspect of many programs.

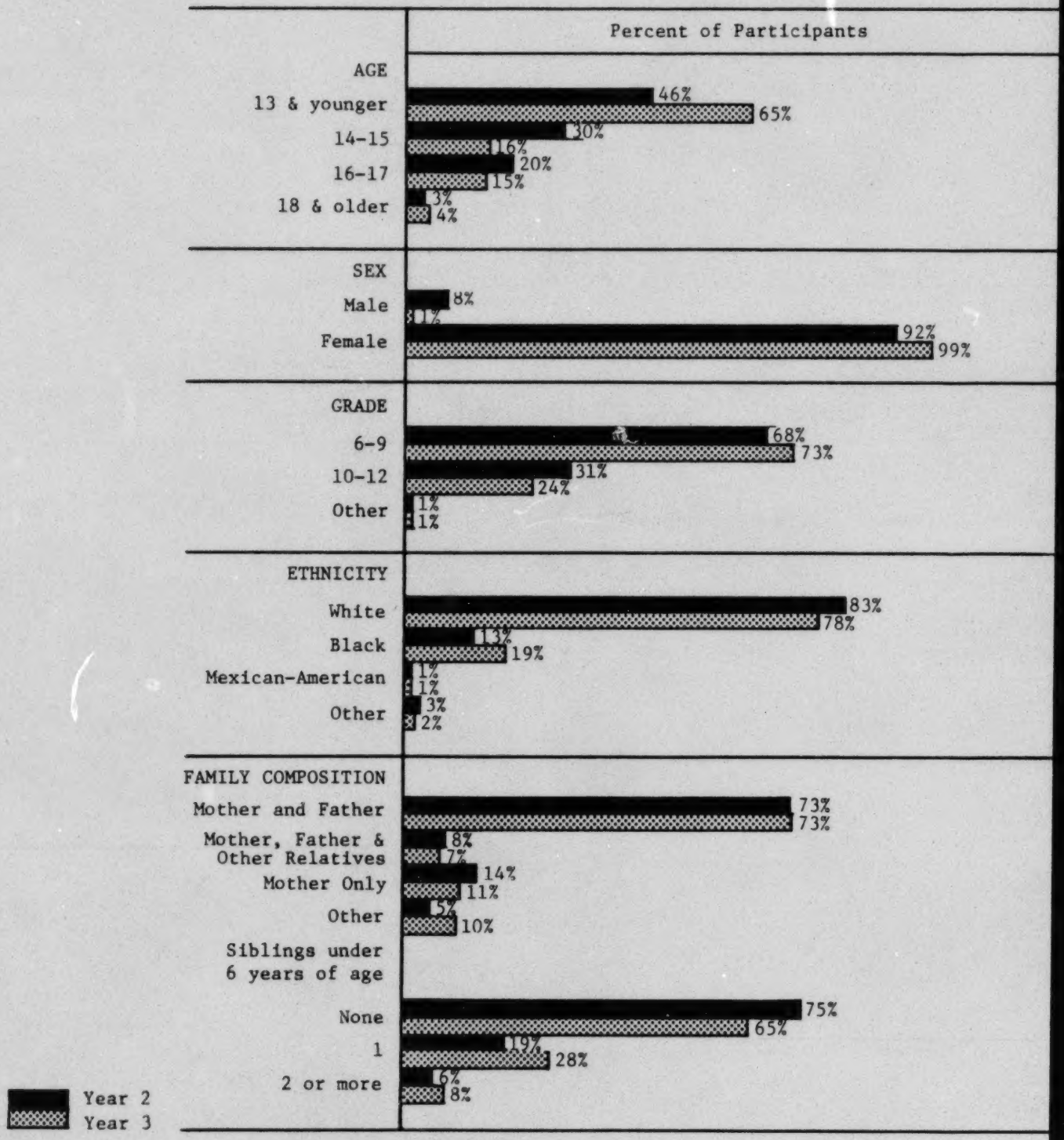
Child Development Guide and *Family Living Guide*. Two major publications were developed through the Education for Parenthood Project and these serve as the basic foundation for parenthood education programming. Both guides are published in English and Spanish. The *Child Development Guide* includes both a leader's and a participant's version. It contains activities and suggested projects to build skills in decision making, group sharing, researching, and working with children. The second major publication, the *Family Living Guide*, and its accompanying leader pamphlet, present activities and "how to" projects to encourage teenagers to explore the role of the family in human development.

Using the materials developed by the National office, more than 200 Councils across the nation have implemented Education for Parenthood Programs. In addition, demonstration projects are conducted in six different geographical areas. These projects have provided successful troop program models in both child development and family living at three Scouting-age levels. The demonstration projects have utilized a variety of approaches and techniques, and provided learning opportunities for individuals, community agencies, and Girl Scout Councils while testing and evaluating the models.

Demonstration projects have included educational programs in the schools, day camp aide experience, babysitting clinics and a program to teach folk dancing to children. Family enrichment programs, human sexuality programs, a program to train teens as sitters for the handicapped and a program to simultaneously train adolescents and their parents in effective parenting skills, have also been employed as demonstration approaches to parenthood education. These varied efforts at program development and delivery are expected to hasten the incorporation of Education for Parenthood into the mainstream of scouting.

Participants. Consistent with the BSA, BCA and 4-H Clubs, the mean age of the Girl Scout participants was lower in the third year of the program than in the second year; i.e., 14.0 years compared to 12.5 years. Other demographic characteristics remained fairly stable. The GSUSA's participants were almost exclusively female, in the 6th to the 9th grades and White. A majority lived with both their mothers and fathers. Demographic characteristics of the GSUSA participants are illustrated in Figure 4.

FIGURE 4. WHAT WERE THE GIRL SCOUTS' PARTICIPANTS LIKE?



National Federation of Settlements and Neighborhood Centers

The National Federation of Settlements and Neighborhood Centers' (NFS) program called Preparing Teenagers for Parenthood (PTP) was developed to meet the needs of a "high risk" population of teenage youth. The target youth are from predominantly low-income families located in socio-economic environments known to hamper the positive growth and development of many youth.

The PTP programs identified and addressed the following objectives for teens:

- .To develop positive self concepts.
- .To improve and enhance basic language communication skills.
- .To strengthen and improve self-insight and reality testing abilities.
- .To develop interpersonal and group interaction skills.
- .To improve basic decision-making abilities.

Each PTP program deals with a variety of concepts and content areas. Many of the PTP teens need to learn and understand the basic facts about human sexuality so all PTP programs deal with this issue in their group and individual meetings. In addition, the PTP programs, which are located in five cities across the country, attempt to increase the knowledge of the participants in such related areas as the medical, social, and emotional aspects of pregnancy, prenatal development, and childbirth.

Another major area dealt with extensively is child development. All PTP programs attempt to communicate to the teens some of the basic facts about the social, emotional and physical development of children. Many of the teens are given the opportunity to explore various career opportunities related to children and to participate in the care and education of young children through field-work in child care and preschool centers.

Participants are encouraged to share the knowledge and skills which they have learned in the PTP program with other members of the community. This proves to be beneficial both to the community and to the teens who participate in the program.

PTP program goals and objectives are achieved primarily through the use of group discussion. Many of the participants lack appropriate verbal communication skills and so the beginning sessions often involve structured question-and-answer periods. Over time the staff and the participants come to know one another and the group discussion evolves into informal rap sessions.

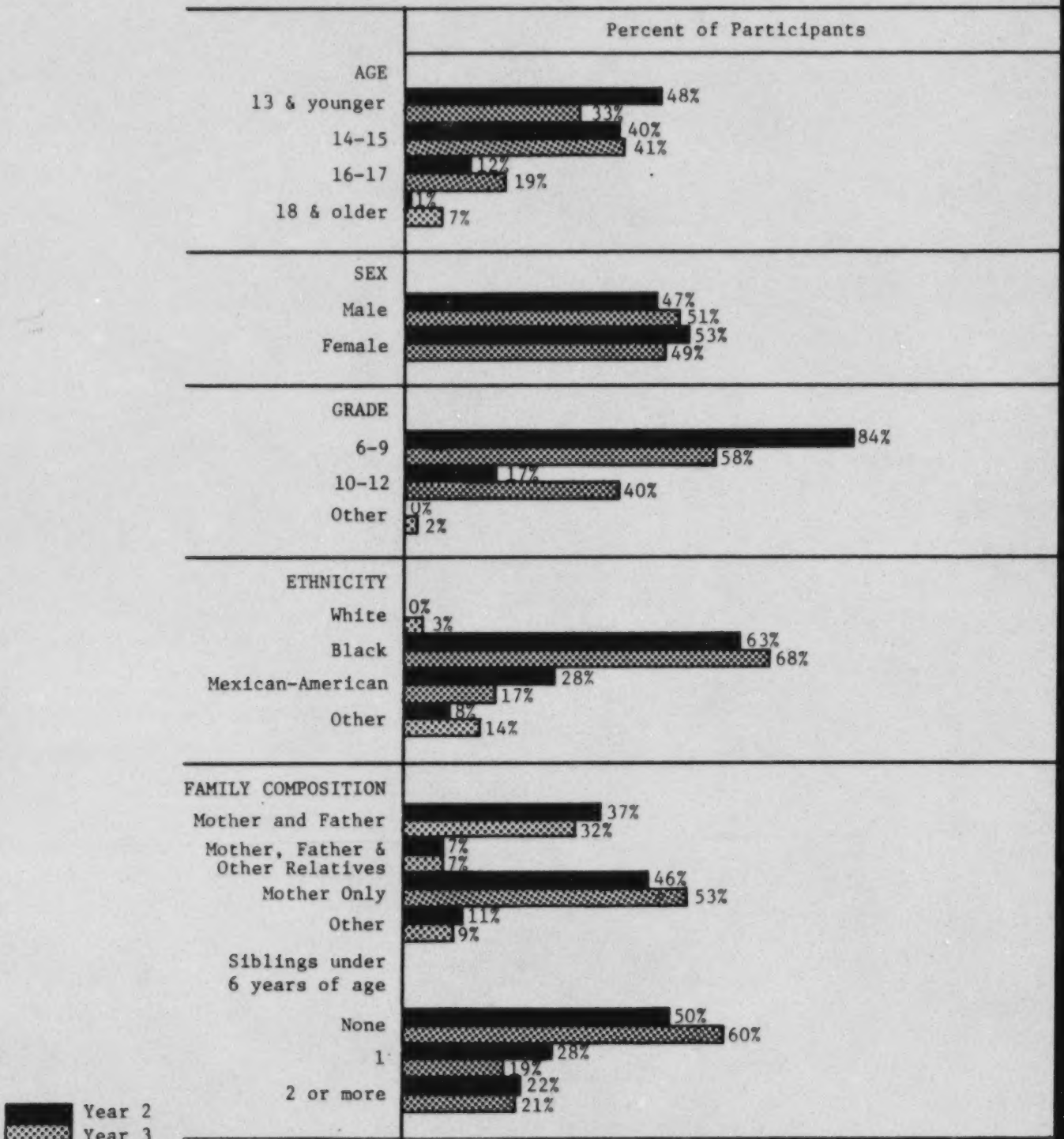
All PTP programs make extensive use of films, guest speakers, audio-visual aides, demonstrations, and observation field trips. The skill and expertise of the group leader are viewed as paramount to a successful meeting so an effort is always made to locate and utilize the most capable person for a given topic area.

Another method for implementing program curriculum is the involvement of the participants in some kind of task. Tasks range from the relatively simple things such as preparing nutritional snacks, to the more complex experience of working with and teaching young children.

In order to facilitate the participation of the teens in the PTP program, each group employs a strong and interesting social calendar. The social activities are intermixed with the structured learning tasks. Some of the most common activities include: refreshments, group outings, attendance at sports or entertainment activities and, of course, parties. Regardless of the method used to prepare teens for parenthood, an effort is usually made to place the content within the context of the ethnic/cultural background of the teens in the particular PTP program.

Participants. Consistent with the trend in the other National Voluntary Organizations to serve younger adolescents, the average age of the NFS's participants dropped to 13.6 years in the third year, compared with 14.0 years in the second. The participants were about equally divided between males and females, in the 6th to the 9th grade, and Black or Mexican-American. A slight majority of these youth had a family composed of only a mother. Demographic characteristics of the NFS participants are presented in Figure 5.

FIGURE 5. WHAT WERE THE NATIONAL FEDERATION OF SETTLEMENTS AND NEIGHBORHOOD CENTERS' PARTICIPANTS LIKE?



The Salvation Army

The Salvation Army's (SA) Education for Parenthood Program has been of sufficient variety and scope to have touched a large number of young people newly served by The Army, in addition to those teens who are already a part of their established youth development programs. Program emphasis, materials and methodology are specifically geared to the goals of the different youth groups within The Army, but the course content in all programs includes many of the same basic elements. All programs aim to provide participants with opportunities for personal growth through self awareness, along with some practicum experience with younger children. Facts about child growth and development, and information concerning parents' responsibilities and obligations are also presented to all groups to help teens make informed decisions about becoming parents. Parenting concepts are taught through group discussions, experiential work with young children, role playing exercises, interviews of parents with young children, rap sessions, planned observations, films and journal keeping.

Many young people served by The Salvation Army come from low-income, less-chance homes where they may have had little exposure to good parenting. Their factual knowledge about how a child grows and develops and the economics of parenthood is limited. Self-esteem often needs building as do work skills.

The Salvation Army's primary emphasis is on program design and materials selection rather than on the development of new materials. A large variety of materials including films, slides, reading materials, packaged programs, has been gathered from numerous sources so that the special needs of the individual groups can be met.

Three of the Education for Parenthood Programs were developed for specific units of The Salvation Army. The Corp Cadet program, which serves teenagers who are expected to become future leaders in religious work, emphasizes personal growth. The Home League program, which is designed primarily for young women, stresses child development and the family. Teenage girls, who are members of local Senior Guard troops and teenage boys who are invited to join, participate together in a comprehensive educational program aimed at understanding children's growth, development, and behavior.

Other Salvation Army programs are designed for use by diverse youth groups served by The Army. Troubled teens in institutional settings concentrate on gaining self-understanding and then are exposed to the parenting role through practicum experiences with younger children. Teens who are potential employees of the Neighborhood Youth Corps, are given special training in child care before working as day camp staff, and camp counselors.

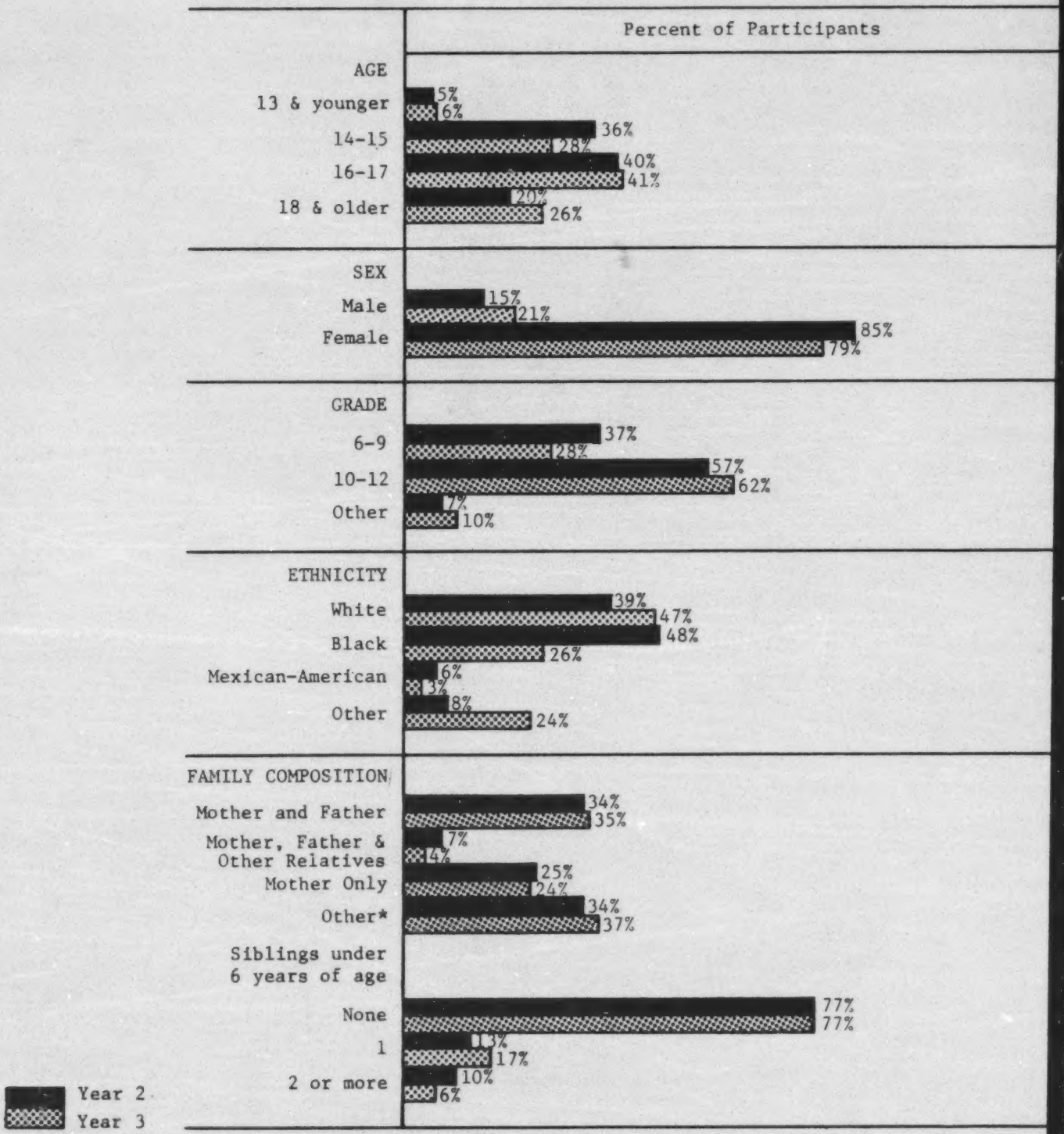
In residential maternity homes for unmarried teens, the program emphasis is practical in nature and provides the participants with information about child care procedures, community resources, legal matters, and

coping techniques. Teenagers living in these homes learn to deal with children's behavior, and to understand parental roles. In another program, for teenagers who are residents in a children's home, provision is made for small groups of teens to spend an evening in the home of a family and participate in a family rap session.

The Salvation Army has found the Education for Parenthood Program to be of sufficient importance to warrant incorporating it into their ongoing youth programming.

Participants. Continuing the trend to serve younger teens, The Salvation Army's program participants decreased slightly in mean age between the second and third years, from 16.0 to 15.7 years of age. Between Year 2 and Year 3 there was a slight increase in the percentage of males involved and the number of Blacks and Mexican-Americans almost doubled. Many of the participants lived with only a mother or in an institutional setting. Demographic characteristics of the SA participants are illustrated in Figure 6.

FIGURE 6. WHAT WERE THE SALVATION ARMY'S PARTICIPANTS LIKE?



*Primarily Salvation Army residential settings.

Save the Children Federation

Since its founding in 1932 for the purpose of aiding the children of Kentucky coal miners, the Save the Children Federation (SCF) has helped parents and children throughout the United States and in sixteen foreign countries. The Teenagers as Child Advocates Program (TACA) which is the primary thrust of the Education for Parenthood Program, reflects the Federation's origins having been developed in response to the special needs and conditions of rural Appalachia. The program originated in Harts Creek, West Virginia, where the Save the Children Federation was participating in programs operated by the local Parent and Child Center for preschool children and their families.

Harts Creek is clearly representative of conditions common to Appalachia in general. There are no recreation facilities for teenagers beyond those provided by the local high school. Transportation other than the school bus is limited. There are few employment opportunities for teenagers and many drop out of school, marry young, and have children.

About six hours per week over a total of nine weeks are devoted to classroom instruction. Instruction takes place outside of regular school hours, usually in a Save the Children Federation Community Center. Sessions are varied and cover many details of child development, practical techniques of childrearing and teaching, and family life. Instruction is provided by local child development personnel, supplemented by outside consultants where necessary and possible.

Variation in training formats is recommended and those used include: discussion and rap sessions, demonstration, lectures and presentations by local resource people, values clarification, films, and role playing. Observation and participation in local child development programs is emphasized during training and participants are encouraged to set aside one hour per day for this experience. This usually occurs in the local Parent and Child Center, the Head Start Center, or the kindergarten classroom.

An important feature of the TACA program is the field placement which comes at the end of the training period. Participants go into the homes of local families and work with infants, toddlers and their parents. Efforts are made to select two-parent homes. It is suggested that the teenagers themselves choose a child and family to work with that is within walking distance of their own homes. The teenagers explain the purposes of the program to participating parents. A regular visiting schedule is arranged which is convenient for the family and teenagers, and both parents are encouraged to be at home. Materials and toys are left with the parents so that demonstrated activities can be continued during the absence of the visiting teenager.

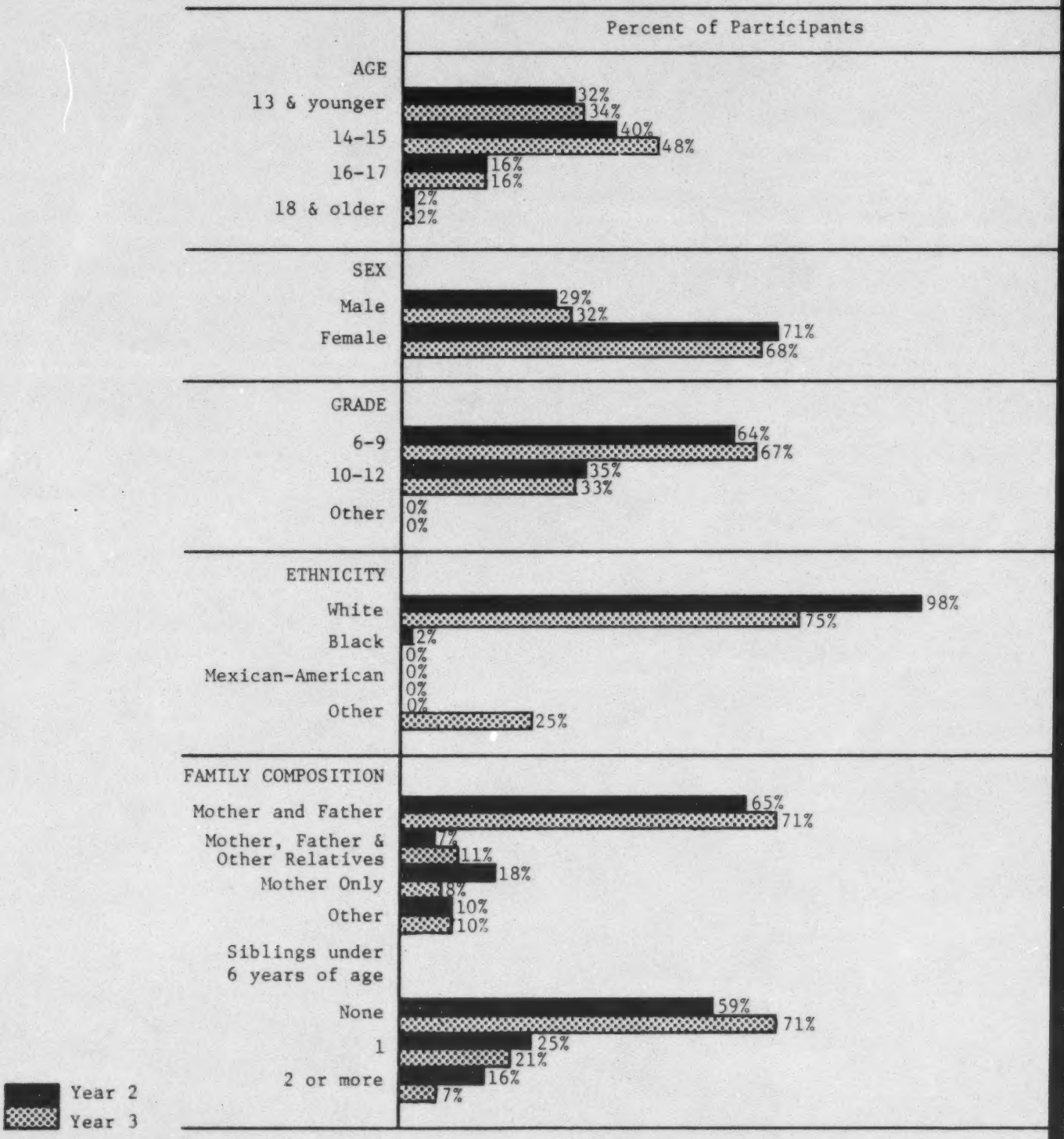
Students are selected for the program primarily through the local high school with the assistance of counselors and instructors. Efforts are generally made to select recent and potential dropouts through existing parent and community organizations. Both boys and girls are recruited and they are paid a small amount for their participation.

The program has several objectives. Primarily, it was designed to equip teenagers with skills and knowledge to become effective future parents. In addition, the program offers a real community service by providing services for children who will not have access to preschool programs. The program not only provides teenagers with valuable experiences, but also disseminates childrearing ideas directly to young parents.

Although original plans called for the development of a prototypical program in Harts Creek, resources were quickly mobilized in other communities and additional programs have been established in Fentress County, Tennessee; Perry County, Kentucky; Berea, Kentucky; and Hopkinsville, Kentucky. Recently the program was successfully extended outside of Appalachia to a Pueblo Indian community in New Mexico. Coordination of the program is provided by the Federation's Appalachian field office headquartered in Berea, Kentucky.

Participants. As with the six previous NVO's, the SCF's participants tended to be a little younger on the average in the third year of the program than the second year; i.e., 14.0 years versus 13.4 years. The other characteristics of the participants were stable over the two years. The program served primarily White, female youth, in the 6th to 9th grades. A majority lived with both their mothers and fathers. Demographic characteristics of the SCF participants are illustrated in Figure 7.

FIGURE 7. WHAT WERE THE SAVE THE CHILDREN FEDERATION'S PARTICIPANTS LIKE?



Comparative Information

Having presented an overall description of the seven National Voluntary Organizations' programs and participants, more detailed information with important comparisons among the programs now follows.

What Was the Primary Purpose of Each Training Session?

In order to obtain an indication of the primary purpose of each of the training sessions, each trainer or project director was asked to evaluate each session in terms of nine major categories:

- .Child development.
- .Self-understanding.
- .Sex education.
- .Relationships with peers.
- .Leadership skills.
- .Alternative lifestyles.
- .Relationships with parents.
- .Child care experiences.
- ."Other" purposes.

In the second year, many of the individuals completing this section failed to indicate only the primary purpose of each training session. They tended to check several areas for each session, which yielded little understanding of the primary or major purpose of the session. In the third year, this problem was rectified; however, exact comparability between year two and year three is impossible. Because it is believed that the second and third years are "roughly" comparable, only data from year three are presented in this section.

On a national basis (a summary of all programs), child development was the primary purpose of 27% of all training sessions. Self-understanding at 14% and sex education at 12% followed. After these top three purposes came helping teens develop better relationships with peers (8%), developing leadership skills (5%), developing better relationships with parents (4%), exploring alternative lifestyles (3%), and exploring child care jobs or careers (3%). Although 29% of all the sessions had purposes which differed from those listed above, there was no single "other" purpose which was heavily favored. Some of the "other" purposes included: home and fine art skills, Lamaze childbirth techniques, the nature and problems of welfare, rape and what to do about it, communication skills, and drug abuse education.

The following information is presented to more completely describe the primary purpose of each National Voluntary Organization's training sessions. In addition, Table 2 was prepared as an easy reference for comparing the various programs.

Boy Scouts of America. The Boy Scouts of America conducted 36% of all of its sessions on the subject of child development. A major emphasis was also placed on career exploration in the area of child care with 24% of all sessions being devoted to this topic. Another major area for the Boy Scouts was developing and providing leadership skills training for their teens (19%).

Boys' Clubs of America. The most frequently indicated purpose for Boys' Clubs of America's training sessions was the establishment of better relationships with peers, with 32% of all sessions being devoted to this activity. The next most frequently indicated purpose was improving the teenagers' self-understanding (16% of all sessions). It was followed by the improvement of the teenagers' knowledge and skills in child development which included 14% of all training sessions.

National 4-H Club Foundation of America. The 4-H devoted a considerable amount of time to the understanding of child development principles with 36% of all training sessions related to this topic. Another important area which received a large amount (25%) of attention was the enhancement of the teens' understanding of themselves as individuals. Approximately 6% of all sessions were devoted to bettering relationships with peers and 5% of all sessions focused on developing and improving leadership skills.

Girl Scouts of the U.S.A. Consistent with the trend of other National Voluntary Organizations, the Girl Scouts of the U.S.A. indicated that 22% of all their program sessions were designed to enhance the knowledge and understanding of the teenagers in the area of child development. In addition, 16% of all sessions were devoted to improving self-understanding, and 11% to improving the teenagers' relationships with their own parents.

National Federation of Settlements and Neighborhood Centers. In contrast to most of the other National Voluntary Organizations, the National Federation of Settlement and Neighborhood Centers devoted 20% of all of its sessions to the area of sex education. Only 10% of all sessions were devoted to teaching concepts of child development, while 8% focused on bettering the relationships of the teens with their peers and improving their understanding of themselves as individuals. The National Federation of Settlements and Neighborhood Centers had the highest frequency of training sessions with "other" purposes. A total of 47% of all sessions were devoted to purposes other than the eight categories listed.

The Salvation Army. The Salvation Army devoted 35% of all sessions to the area of child development. Sex education was the primary focus of 17% of all sessions, while improving self-understanding was emphasized in 11%. Another major area in the Salvation Army program was developing leadership skills (7%).

Save the Children Federation. Within the Save the Children Federation's program, 61% of all training sessions focused on the area of child development. This represents the largest percentage of sessions devoted to the area of child development of any National Voluntary Organization. A total of 27% of all sessions were concerned with improving leadership skills and 18% focused on exploring careers in child care.

TABLE 2. WHAT WAS THE MAJOR PURPOSE OF THE TRAINING SESSIONS?*

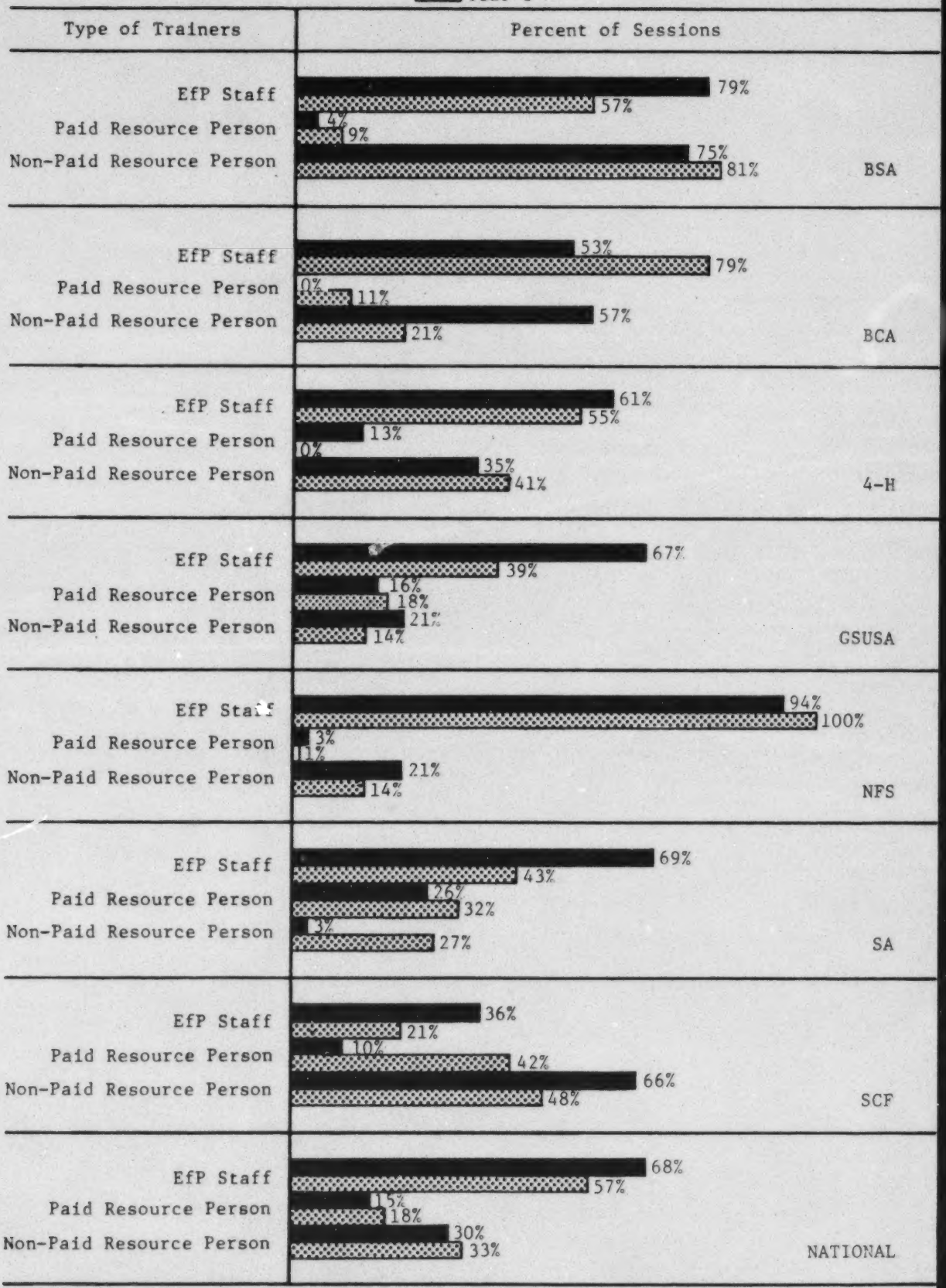
Purpose of Session	National Voluntary Organizations							
	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Child Development	36	14	37	22	10	35	61	27
Self Understanding	2	17	25	16	8	11	6	14
Sex Education	5	2	5	5	20	17	--	12
Better Relations with Peers	--	32	6	5	8	3	12	8
Leader Skills	19	2	5	2	3	7	27	5
Alternative Lifestyles	--	2	2	8	1	4	--	3
Better Relations with Parents	--	4	2	11	2	4	--	4
Child Care Jobs	24	3	2	2	1	2	18	3
Other Purposes	14	33	17	33	47	23	36	29

*All figures are percentages.

Who Actually Trained the Participants?

In the Education for Parenthood Project, the responsibility for training the participants for their potential future roles as parents was assumed by three major types of individuals: people appointed by the National Voluntary Organizations as Education for Parenthood Project staff, paid community resource people, and non-paid community resource people. Most training sessions involved more than one type of trainer. However, as seen in Figure 8, there was a wide variability in the training personnel configurations used by the various National Voluntary Organizations in both the second and third years of the program. Some National Voluntary Organizations such as the Boy Scouts of America and the Girl Scouts of the U.S.A. relied heavily on the use of non-paid community resource persons. In contrast, the National Federation of Settlements and Neighborhood Centers used, almost exclusively, internal Education for Parenthood staff to conduct their parenting programs. Other organizations were more apt to employ paid community resource people. The Salvation Army and the Save the Children Federation used paid resource persons in over one-third of their training sessions. By contrast, the 4-H did not hire any paid resource persons during the course of its third year Education for Parenthood Program.

FIGURE 8. WHO WERE THE TRAINERS? Year 2 / Year 3



What Approaches Were Used to Prepare Teens for Parenthood?

An essential aspect of any training program is the approach used to educate the participants. Each site director was requested to indicate the nature of the training approaches used during each training activity. Several categories which represent the more commonly used training approaches were delineated:

.Group discussions.
.Rap sessions.
.Audiovisual presentations.
.Lectures.
.Demonstrations.
.The development of a particular skill.
.Role playing exercises.
.Observation of children.
.The care of children.
."Other".

Consistent with the data from the second year of the Education for Parenthood Program, third year programs of the National Voluntary Organizations tended to utilize several different training approaches during the course of any given training session. The most frequently used training category was group discussions (63% of all sessions), with rap sessions being employed in 38%, lectures in 36%, audiovisual presentations in 26%, demonstrations and role playing each in 20%, and the development of some particular skill in 18% of the sessions. Only a small percentage of the sessions actually involved the observation of children (6%), or the caring for children (5%).

Because the combination of training approaches differed among the National Voluntary Organizations, the following brief descriptions have been prepared to more accurately describe each organization's unique training configuration. Table 3 presents this information graphically for both years.

Boy Scouts of America. The Boy Scouts of America made more use of rap sessions (69%) than any other approach. Following rap sessions were group discussions (48%), lectures (36%), audiovisual presentations (33%), the development of specific skills (29%), and the utilization of role playing activities (24%) of all sessions. In addition, 10% of the sessions included the observation of children in a day care or preschool setting.

Boys' Clubs of America. The Boys' Clubs of America described their training sessions as being more varied than did many of the other National Voluntary Organizations. During a given session they usually combined several different training approaches. The idea of utilizing many different activities is particularly appropriate for the Boys' Clubs' which work with the inner-city minority teenager who has difficulty remaining on one task for a long period of time. Overall, the Boys' Clubs of America made greatest use of the group discussion method, with this technique being employed in 85% of all training sessions. Extensive use was also made of lectures (60%) and rap sessions (56%). In comparison to all other National Voluntary Organizations,

The Boys' Clubs of America made the greatest use of role playing techniques (50% of all sessions). This percentage is 26 points higher than any other National Voluntary Organization.

National 4-H Club Foundation of America. Like most other National Voluntary Organizations, the 4-H used group discussions as their primary training technique. Sixty-four percent of all training sessions employed this approach. The next most frequently indicated technique was rap sessions used in 45% of all training sessions. The 4-H also made extensive use of audiovisual productions (45%), but only moderate use of the development of a particular skill (16%), of demonstrations (11%), and role playing (11%).

Girl Scouts of the U.S.A. The Girl Scouts of the U.S.A. also tended to use many different approaches within a given session. Seventy-seven percent of all training sessions employed group discussions as the central training activity. However, the Girl Scouts also made moderate use of rap sessions (55%), audiovisuals (35%), lectures (26%), role playing (26%), and demonstrations (19%).

National Federation of Settlements and Neighborhood Centers. The most frequently employed training approach within the National Federation of Settlements and Neighborhood Centers was the group discussion technique (62% of sessions). The next most frequently used training method was lectures (31%), followed by rap sessions (22%), and audiovisual presentations (15%).

The Salvation Army. Like the National Federation of Settlements and Neighborhood Centers, The Salvation Army made moderate use of both the group discussion (56% of all training sessions) and the lecture method (36% of all training sessions). Also used were rap sessions (28%), demonstrations (27%), audiovisual presentations (27%), the development of a particular skill (21%), and role playing (17%).

Save the Children Federation. The Save the Children Federation did not follow the pattern of the other National Voluntary Organizations in emphasizing the use of the group discussion as the primary training approach. Instead, it tended to rely heavily upon the lecture format. In 46% of all training sessions, the lecture method was the primary training approach. However, the next most frequently employed activity was group discussions (42% of all sessions). In comparison to all other National Voluntary Organizations, the Save the Children Federation made the greatest use of the development of a particular skill as an important training approach (40% of all training sessions). Some use was made of audiovisuals (24%), demonstrations (21%), rap sessions (18%), and role playing (15%). The Save the Children Federation made extensive use of the technique of requiring their teenage population to observe and/or care for small children. More than 27% of all training sessions required participants to observe children, while 22% of all training sessions required them to work directly with small children.

TABLE 3. TRAINING APPROACHES USED BY THE NATIONAL VOLUNTARY ORGANIZATIONS (PERCENT OF TRAINING SESSIONS) DURING YEAR 2 (Y2) AND YEAR 3 (Y3)

Type of Training	National Voluntary Organizations													
	BSA		BCA		4-H		GSUSA		NFS		SA		SCF		National	
	Y2	Y3	Y2	Y3	Y2	Y3	Y2	Y3	Y2	Y3	Y2	Y3	Y2	Y3	Y2	Y3
Group Discussions	58	48	72	85	72	64	66	77	49	54	53	56	34	42	61	63
Rap Sessions	58	69	48	56	58	45	46	55	29	22	40	28	68	18	47	38
A-V Presentation	21	33	17	13	35	35	46	35	39	15	36	27	16	24	37	26
Lecture	42	36	51	60	34	32	25	26	19	31	42	36	18	46	32	36
Demonstration	17	17	25	30	11	12	30	19	5	6	23	27	13	21	17	20
Develop Some Skill	42	29	33	34	14	16	23	14	9	3	21	21	8	39	17	18
Role Play Situation	8	24	20	50	15	11	17	26	7	8	14	17	3	15	14	20
Observation of Children	33	10	7	1	11	4	9	10	1	1	14	8	32	27	11	6
Care for Children	25	--	6	2	8	4	9	7	1	1	13	8	--	22	8	5
Other Training Procedures	25	14	2	15	16	19	29	30	26	33	6	20	15	30	18	23

Did the Participants Receive Practicum Experience Working with Small Children?

In the second year of the Education for Parenthood Project, some of the participants in the programs had direct experience in actually working with small children in day care centers, preschools, and the like. The trend to involve the Education for Parenthood teens in a day care or preschool setting also continued into the third year, but at a much reduced rate.

Participants tended to receive greatly varying amounts of practicum experience. For example, the youth in the Boy Scouts of America's River Edge and The Salvation Army's Chicago program received, on the average, approximately four hours of practicum experience over the course of their program. In contrast, the 4-H College Park program youth each received over 142 hours of such experience. As can be seen in Table 4, the amount of placement time provided by the other National Voluntary Organizations varies between these two extremes.

Although there was strong agreement among the National Voluntary Organization leaders, as well as among the Education for Parenthood youth who were surveyed, that actual child care experience is important in programs such as Education for Parenthood, there was less practicum training during the third year than the second. One must wonder why such an important training technique was not used more frequently. For programs emphasizing knowledge and skills acquisition unrelated to child development, the lack of such practicum experience might be warranted; however, since a majority of the programs did emphasize child development issues, this finding is difficult to explain.

TABLE 4. EfP PARTICIPANTS' EXPERIENCE WITH CHILDREN IN COMMUNITY SETTINGS DURING THE SECOND AND THIRD PROGRAM YEARS

NVO Site Location	Total Hours of Placement		Average Hours of Placement Per Participant	
	Year 2	Year 3	Year 2	Year 3
BSA - River Edge	156*		3.5	
Special Ed.		960		17.45
BCA - Denver	185		18.4	
Mini Grants		723		12.68
4-H - St. Paul	1,287	1,061	6.6	55.84
College Park	21,380		142.5	
Riverside		1,401		70.05
GSUSA - Buffalo	534		5.7	
West Virginia	1,966		11.2	
Milwaukee	674		6.5	
Orange County	442	182	15.2	8.66
NFS - Chicago	144		8.0	
San Antonio	299	1,542	6.1	140.18
New York	342		13.7	
Philadelphia	1,902		82.6	
Denver	746		17.7	
SA - Philadelphia	988	830	28.2	29.64
Chicago		47		3.9
Jersey City	79		8.8	
Star Lake Camp	14		1.6	
Puerto Rico		4,365		161.66
N.Y. Day Camp	166	224	5.5	13.18
SCF - Fentress County	491		35.1	

*No actual record of placement was made on the Placement Log. At the end of the program an estimate was made based upon the number of participants in the program multiplied by the "expected" number of hours of placement. The estimate is high, however, because when the evaluators interviewed the participants some indicated that they had done little or no actual field work.

Where Did the Training Take Place?

Do the National Voluntary Organizations tend to use their own facilities when conducting Education for Parenthood programs or do they use other community facilities? The data showed that National Voluntary Organizations made good use of community facilities. About 44% of all training sessions were conducted in the community with the remaining being held in the National Voluntary Organization's own facilities. This finding is consistent with the organizational structure and functioning of National Voluntary Organizations.

The primary location for conducting Education for Parenthood Programs, aside from the National Voluntary Organization site itself, was in the participants' schools. Ten percent of the Education for Parenthood sessions occurred in school locations. Next in frequency were the participants' homes (2.3% of sessions) and day care centers (2% of sessions). Over 26% of the sessions were conducted in locations "other" than those listed on the Training Description Form. Some of the "other" categories were mental health centers, Jewish family centers, and other community centers.

Compared to the second Education for Parenthood project year, there was a definite increase in the third year in the use of the National Voluntary Organizations' own facilities. During the second year of this project only 37% of the training activities occurred at the National Voluntary Organization project facilities compared to 56% in the third year.

DID THE PARTICIPANTS' OPINIONS CHANGE?

"I had not thought of a career in working with children before. This program made me aware that having children yourself is not the only way of having a close association with children."

EfP Teenage Participant

DID THE PARTICIPANTS' OPINIONS CHANGE?

Several of the subtests of the Pre-Post Modular Questionnaire were designed to measure opinions and beliefs in a number of different areas considered important to parenting and child care. These subtests were:

- .Opinions About Children
- .Opinions About Parenthood
- .Opinions About Yourself
- .Opinions About Careers in Child Care
- .Self-Ratings of Child Care Skills

The analysis of the opinions and beliefs of the EfP participants was based on the matched pre-posttests returned to Behavior Associates by each NVO. These figures by project year are:

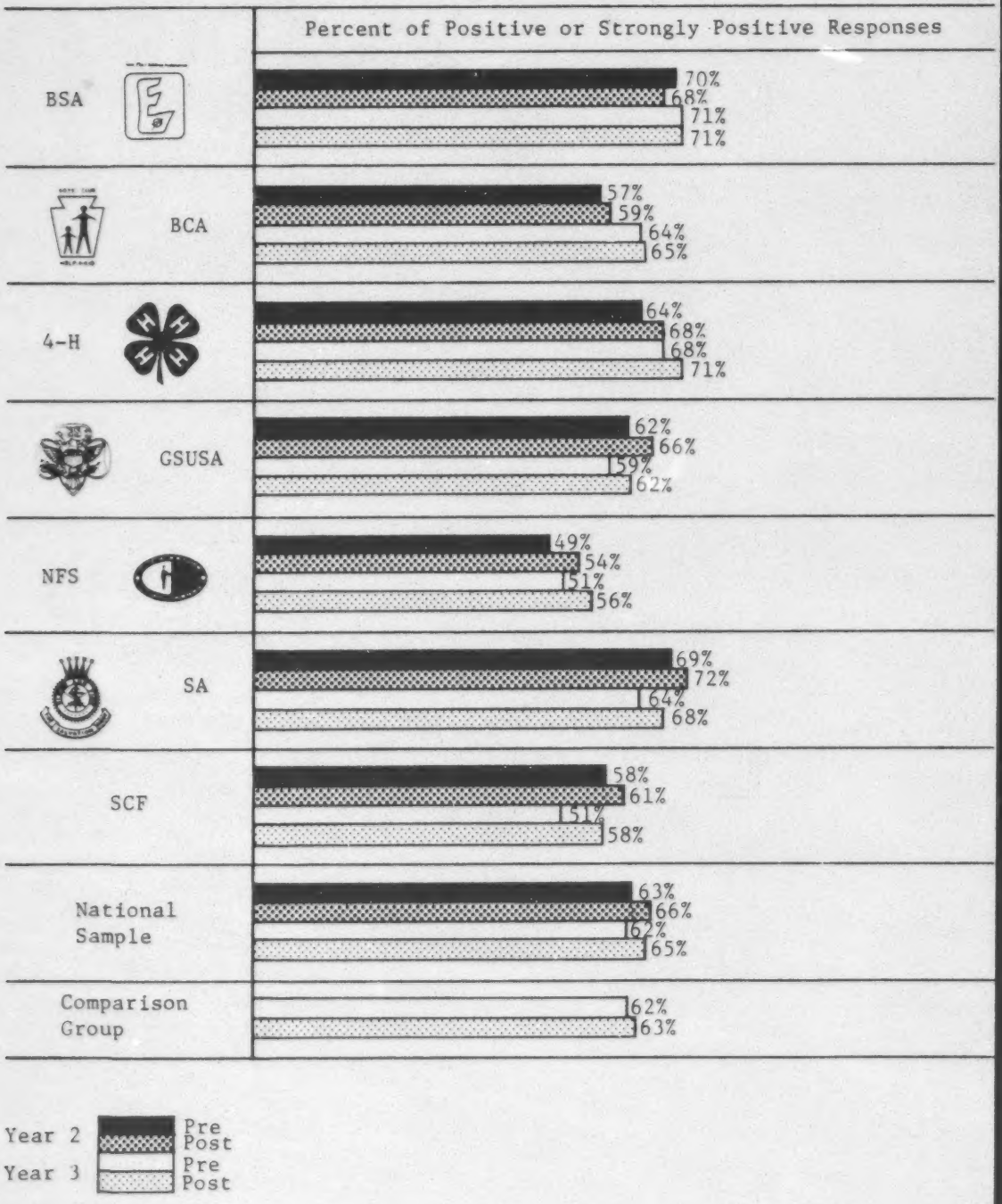
Organization	Number of Pre-Posttests	
	Year 2	Year 3
BSA	23	48
BCA	38	160
4-H	257	94
GSUSA	358	387
NFS	87	63
SA	97	174
SCF	44	29
National Total	904	955
Comparison Group Total	776	

Opinions About Children

Ten items were used to measure program participants' and comparison subjects' opinions about children. These items ranged from general attitudes toward children to specific beliefs about a child's role in the family. Youth in both the Education for Parenthood Programs and in the comparison group expressed positive opinions about children. On the pre-measure, 62% - 63% (years two and three, respectively) of the Education for Parenthood participants' responses and 62% of the comparison group responses were "positive" or "strongly positive" in their overall opinions about children. Opinions of both groups were slightly more positive on the post-measure with the Education for Parenthood participants showing a somewhat larger gain than the comparison group (65% and 66% versus 63%, respectively).

At the National Voluntary Organization level, the percentages of "positive" or "strongly positive" responses for the total Opinions About Children scale ranged from 49% (NFS) to 71% (BSA) on the pre-measure. On the post-measure, these percentages varied from 54% (NFS) to 72% (SA). In all programs, except BSA, the changes in Education for Parenthood participants' opinions were in a positive direction. In Figure 9, the pre and posttest changes for each of the National Voluntary Organizations, for the total national sample, and for the comparison group are presented.

FIGURE 9. OPINIONS ABOUT CHILDREN



Selected Items from Opinions About Children

A very large majority (90% or more) of adolescents taking this questionnaire (during both year two and year three) agreed with the following statements on the pretest:

.Children are wonderful.
.Children are very interesting.

Male-female differences were observed for these items, with females consistently scoring in a more positive direction, for example:

.Children are wonderful.
In Year 2, 77% of the males and 93% of the females agreed with this item on the pretest while in Year 3, 83% of the males and 91% of the females agreed.

.Children are very interesting.
In Year 2, 85% of the males and 95% of the females agreed with this item on the pretest, and in Year 3, 90% of the males and 95% of the females agreed.

Although there was almost universal agreement on some items, other items were much more controversial. Two items onwhich considerable differences of opinion were found are shown below. Both items concern the impact of inborn influences on human behavior.

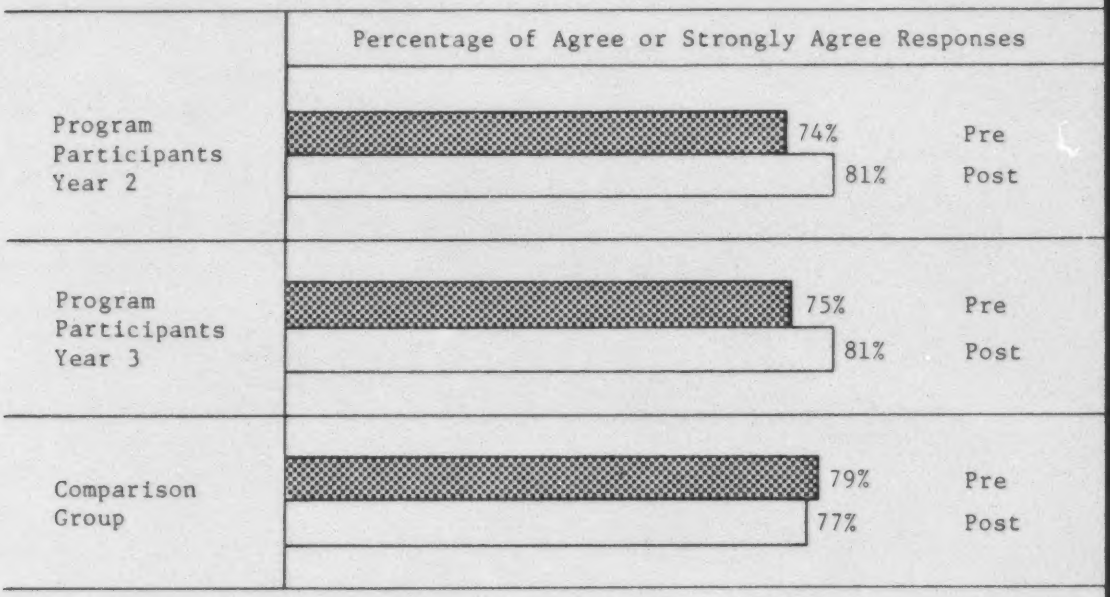
.The race and culture of a child makes him very different from children of other races and cultures.
In Year 2, 28% of the EfP program participants agreed with this statement, 21% were not sure and 51% disagreed. Year 3 EfP participants and the comparison group evidenced a similar pattern of responses.

.Boys act like boys and girls act like girls because boys and girls are different when they are born.
In Year 2, 30% of EfP participants agreed, 20% were not sure, and 50% disagreed with this statement. Year 3 participants and comparison group data were similar in the variability of their responses.

The effect of participation in the Education for Parenthood Program was generally to increase participants' already positive attitudes toward children. The changes were fairly small and some inconsistencies were encountered between the two years of the program. Two items which demonstrated the largest and most consistent responses for program participants in contrast to comparison subjects, are shown in Figures 10 and 11. Both items are related to the child's role in the family.

FIGURE 10.

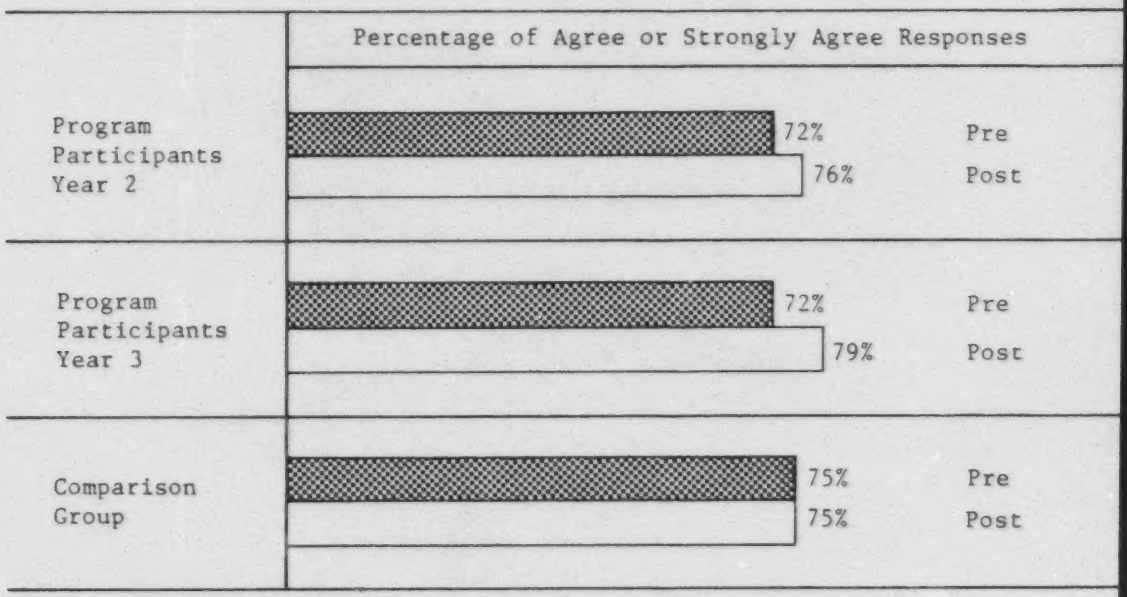
ITEM: CHILDREN SHOULD SHARE IN THE COOKING, HOUSEWORK, LAUNDRY AND OTHER WORK AROUND THE HOME.



Comments: In both Year 2 and Year 3, EfP program participants altered their opinions in the direction of greater agreement with the idea of giving children responsibility in the home. The comparison group, though initially higher, evidenced a slight decrease in agreement with this statement. Females were primarily responsible for the demonstrated changes among program participants as the males did not significantly change in their opinions.

FIGURE 11.

ITEM: CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN FAMILY DECISION MAKING.



Comments: Program participants changed their opinions in the direction of greater acceptance of children's involvement in family decision making. Year 3 participants showed a substantially greater change than did Year 2 participants. Both males and females evidenced a substantial amount of change. No change occurred for the comparison group.

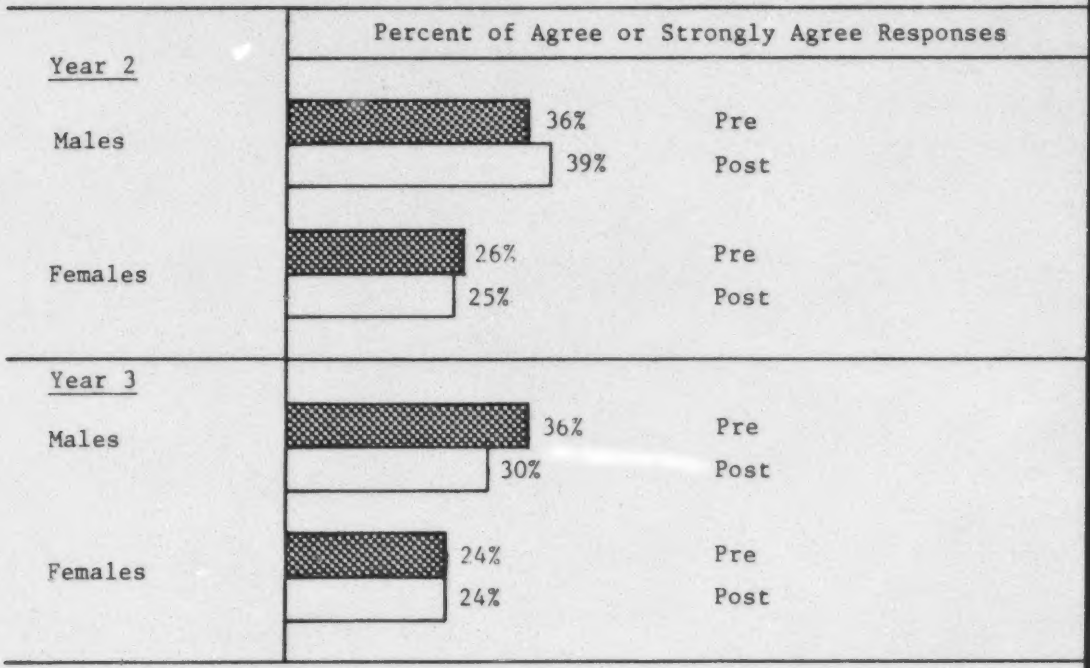
Male-Female Differences

When responses of male and female Education for Parenthood participants were compared, not surprisingly, the national sample of females expressed slightly more positive opinions about children than did the national sample of males on both the pre and post-measures. This sex-related difference was also true for the comparison group population.

Two items were of particular interest because of large male-female differences. Both items have been referred to earlier in this section because they represented an area of great variability in opinion. The subject of each is the issue of inborn versus environmental influences on human personality. In general, males' opinions were weighted more toward the importance of inborn influences and females toward the effect of environmental factors on human behavior as demonstrated in Figure 12 and 13.

FIGURE 12. MALE-FEMALE COMPARISONS -- SELECTED ITEMS FROM OPINIONS ABOUT CHILDREN

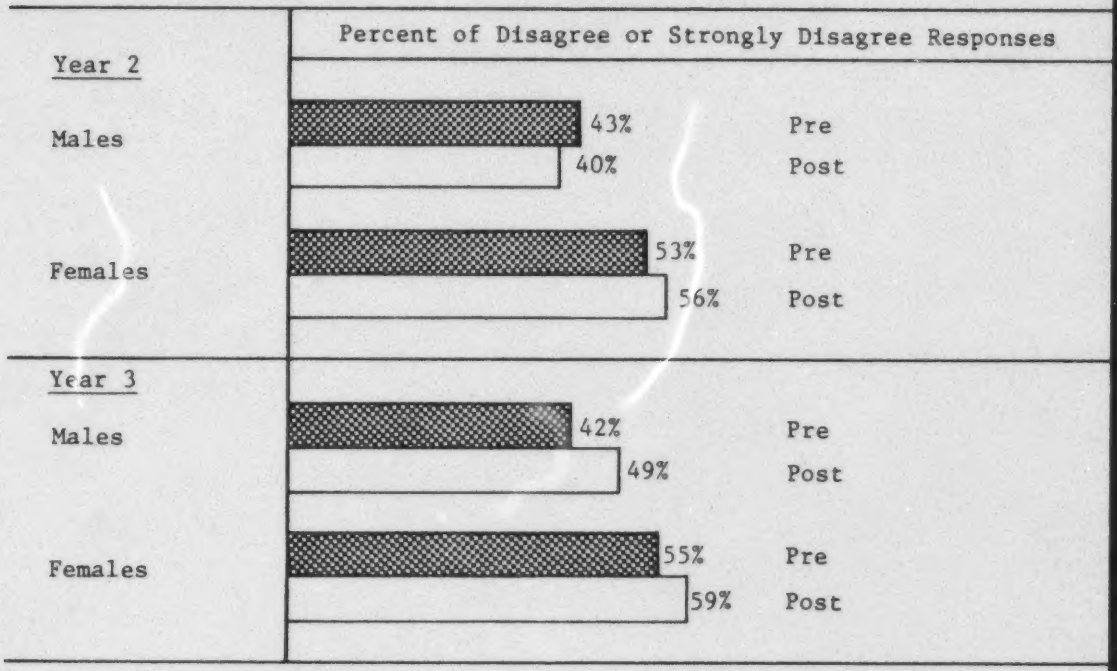
ITEM: THE RACE AND CULTURE OF A CHILD MAKE HIM VERY DIFFERENT FROM OTHER RACES AND CULTURES.



Comments: After participation in the Year 3 program, males changed in the direction of less support for inborn racial influences. This same change occurred, however, for the comparison group males. Female program participants did not change in either year.

FIGURE 13. MALE-FEMALE COMPARISONS -- SELECTED ITEMS FROM OPINIONS ABOUT CHILDREN

ITEM: BOYS ACT LIKE BOYS AND GIRLS ACT LIKE GIRLS BECAUSE BOYS AND GIRLS ARE DIFFERENT WHEN THEY ARE BORN.

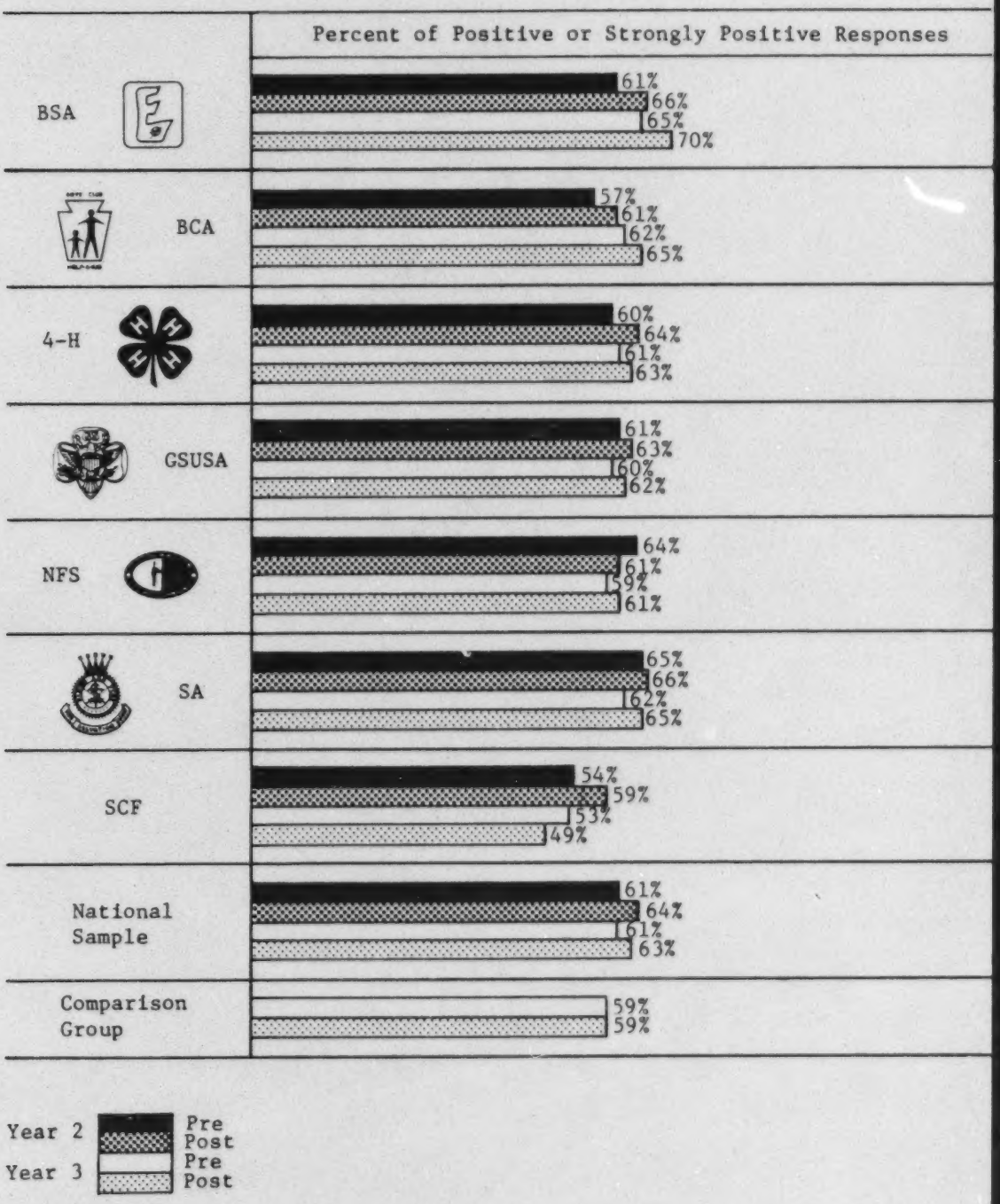


Comments: Male program participants in both years expressed more support for environmental influences than did females. Post program changes tended (except for males in Year 2) to be in the direction of increased acceptance of environmental influences.

Opinions About Parenthood

This scale of the Opinions Section included ten items designed to assess beliefs about parental influences and parental roles. The youth in both the evaluation and the comparison groups expressed generally positive opinions about parenthood. On the pre-measure 61% of the Education for Parenthood participants' responses and 59% of the comparison group's responses were "positive" or "strongly positive" in terms of their overall opinions about parenthood. Opinions of the evaluation group became slightly more positive on the post-measure, while the opinions of the comparison group remained the same. At the National Voluntary Organization level, the range of "positive" or "strongly positive" responses on the overall pre-measure ranged from 53% (SCF) to 65% (BSA and SA). On the post-measure the percentages of positive responses ranged from 49% (SCF) to 70% (BSA). In all programs, with the exception of NFS Year 2 and SCF Year 3, opinions about parenthood were more positive after participation in the Education for Parnethood Program than they had been initially. Figure 14 presents these data in more detail.

FIGURE 14. OPINIONS ABOUT PARENTHOOD



Selected Items from Opinions About Parenthood

Several items were of particular interest because of the nearly universal agreement they elicited. These items were:

.Fathers and mothers should share equally in the responsibility of raising their children.
On the pre-measure more than 95% of the total population sampled in Year 2 and Year 3, including both program participants and comparison subjects, agreed with this statement. Not unexpectedly, slightly more females than males indicated agreement.

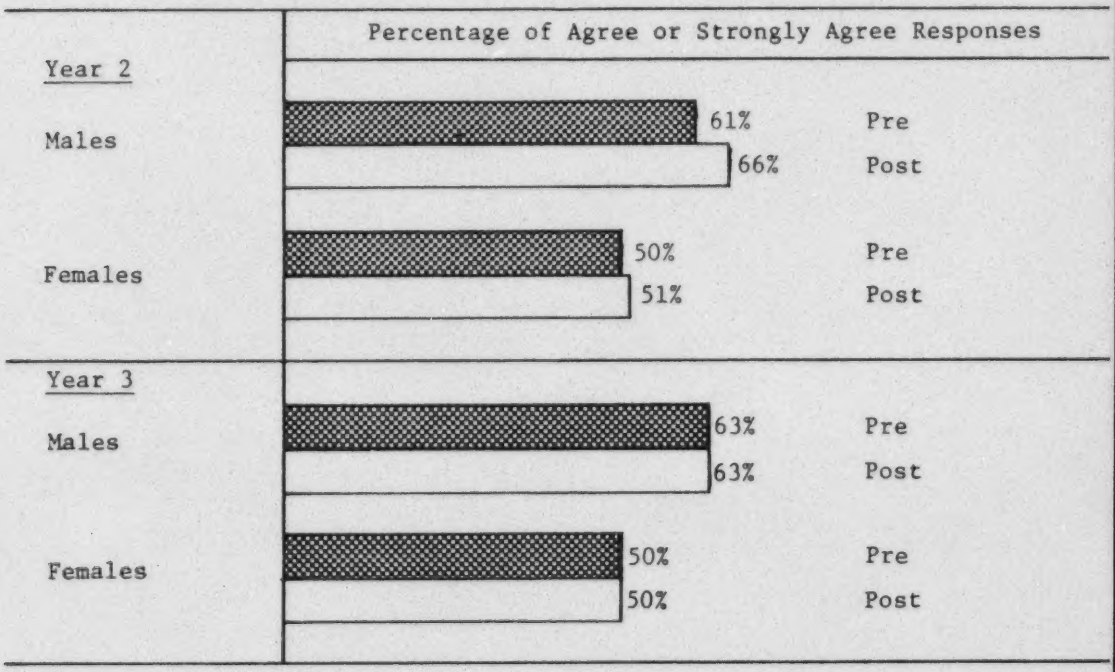
.People can learn to be better parents.
Again, the large majority of the entire population (95% or more on the pre-measure) were in agreement with this statement.

Male-Female Comparisons

The largest male-female differences were displayed on three items, one related to the need for parenthood education and two items were concerned with parental roles. Males, surprisingly, expressed more favorable opinions toward parenthood education and also toward the significance of the parental role in a child's intellectual development than did females. Not unexpectedly, females disagreed much more strongly with the traditional roles of father working and mother keeping house. The details of these findings are presented in Figures 15, 16 and 17.

FIGURE 15.

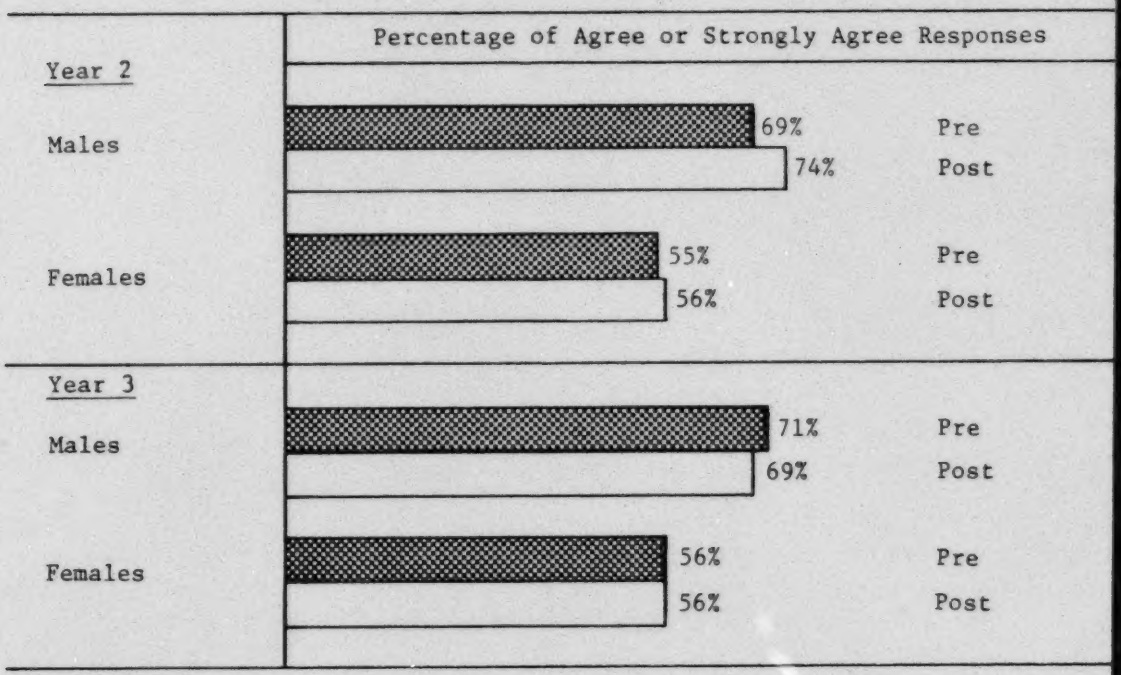
ITEM: PARENTS SHOULD BECOME PARENTS ONLY AFTER THEY KNOW A LOT ABOUT RAISING CHILDREN.



Comments: Program effects on this item were minimal. Only males in Year 2 showed any change in their opinions. It is obviously disappointing to find that Education for Parenthood Programs tended not to affect the participants' opinions regarding the importance of knowing something about parenthood before becoming a parent. It is interesting, however, that males were much more convinced of the need for parent education thatn were females. It is also noteworthy that most program participants (95%) agreed that "people can learn to be better parents."

FIGURE 16.

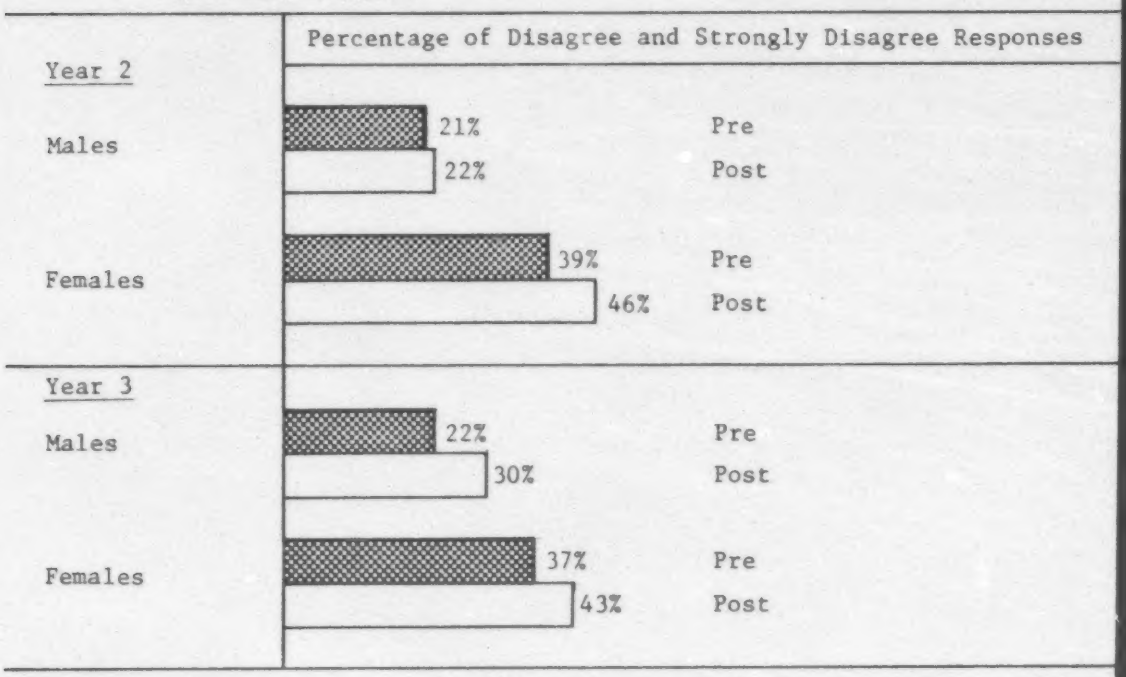
ITEM: PARENTS CAN TEACH A CHILD TO BE A SMART PERSON.



Comments: It is somewhat surprising to see males agreeing so much more strongly than females with the concept that parents influence their child's intellectual development. It is disappointing to note that there was no consistent program impact relative to changing this opinion. Only for males In Year 2 was there a substantial change of opinion on this issue.

FIGURE 17.

ITEM: FAMILIES IN WHICH FATHER EARNS THE LIVING AND MOTHER KEEPS HOUSE ARE HAPPIER.



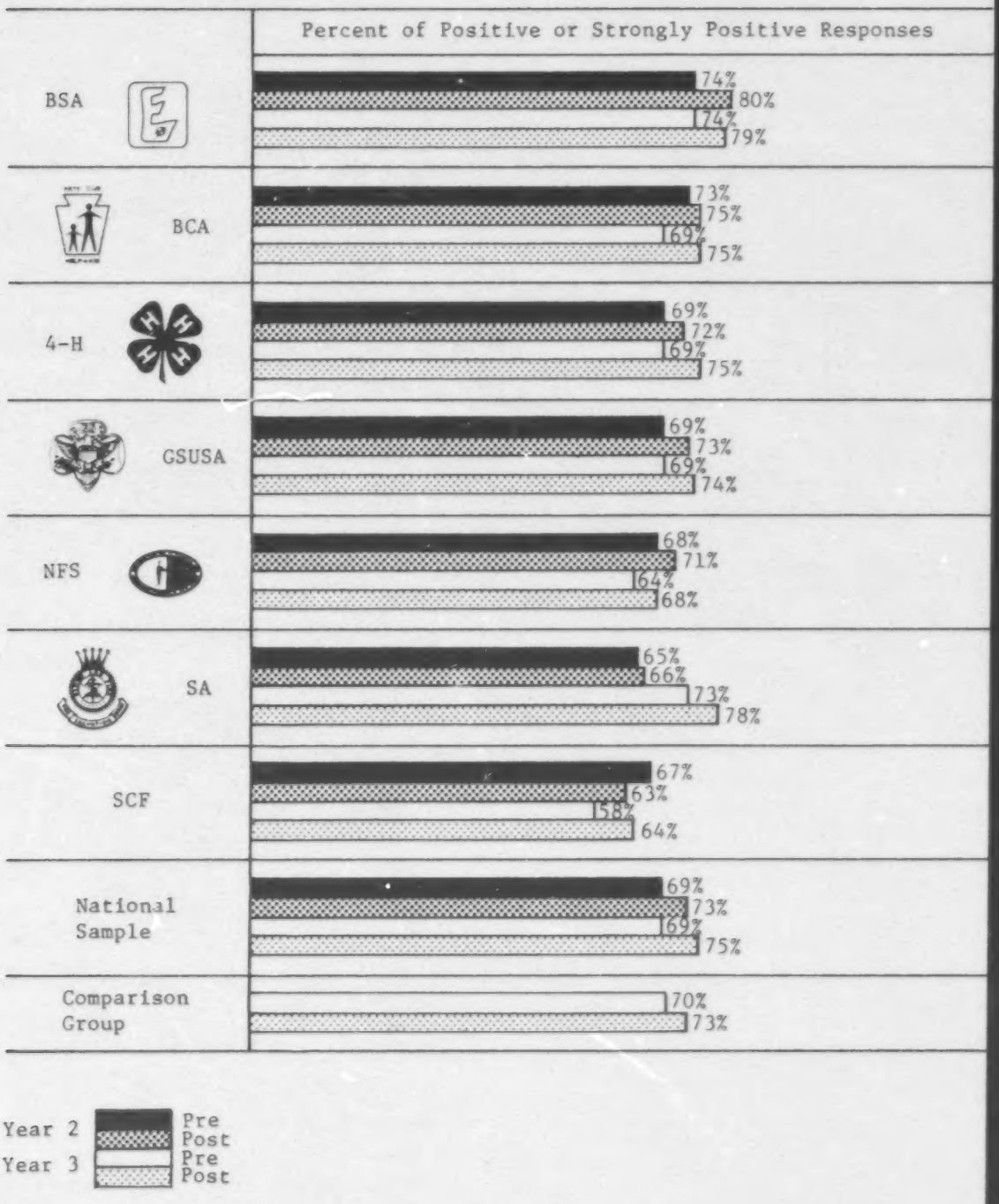
Comments: These findings were not unexpected. More females than males have moved beyond the traditional role models so their absolute levels of disagreement with this item reveal. The EfP programs appear to have influenced both sexes to perceive parental roles in a less traditional manner. This finding was not, however, totally consistent, as Year 2 males did not change substantially.

Opinions About Yourself

This scale was composed of 15 items designed to measure the respondents' opinions about their own personal attributes and characteristics. Nationally, youth in both the Year 2 and Year 3 program groups, and those in the comparison group expressed generally positive opinions about themselves. These positive opinions increased with the program group's increases being higher overall than the comparison group's.

At the National Voluntary Organization level, the percentages of "positive" or "strongly positive" responses for the total scale on the pre-measure ranged from 58% (SCF) to 74% (BSA). Opinions about self tended to become more positive on the post-measure for all of the National Voluntary Organizations with the percentage gain ranging from 4% to 6%. One exception was the SCF Year 2 program which showed a decrease of 4%. Percentages of "postive" and "strongly positive" responses for all program groups and the national comparison group are presented in Figure 18.

FIGURE 18. OPINIONS ABOUT SELF



Selected Items from Opinions About Yourself

There were three items which evidenced general agreement (80% or more) among both program and comparison group subjects. These items had to do with general positive feelings about oneself. While there were no important changes between pre and post-measures on one of these items ("Usually I am a happy person"), program participants changed in a more positive direction on the other two items presented in Figures 19 and 20, respectively.

FIGURE 19.

ITEM: I AM A GOOD PERSON.

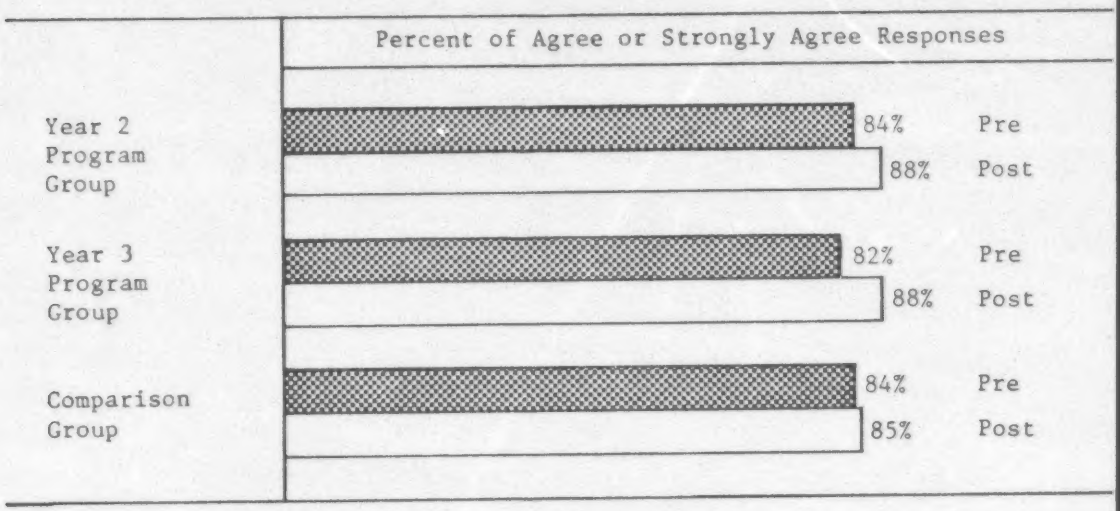
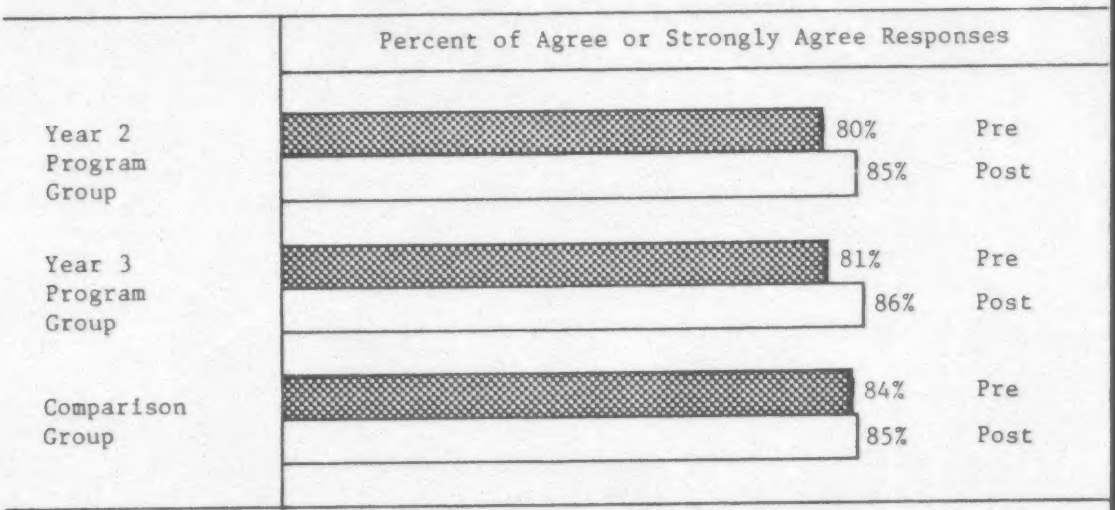


FIGURE 20.

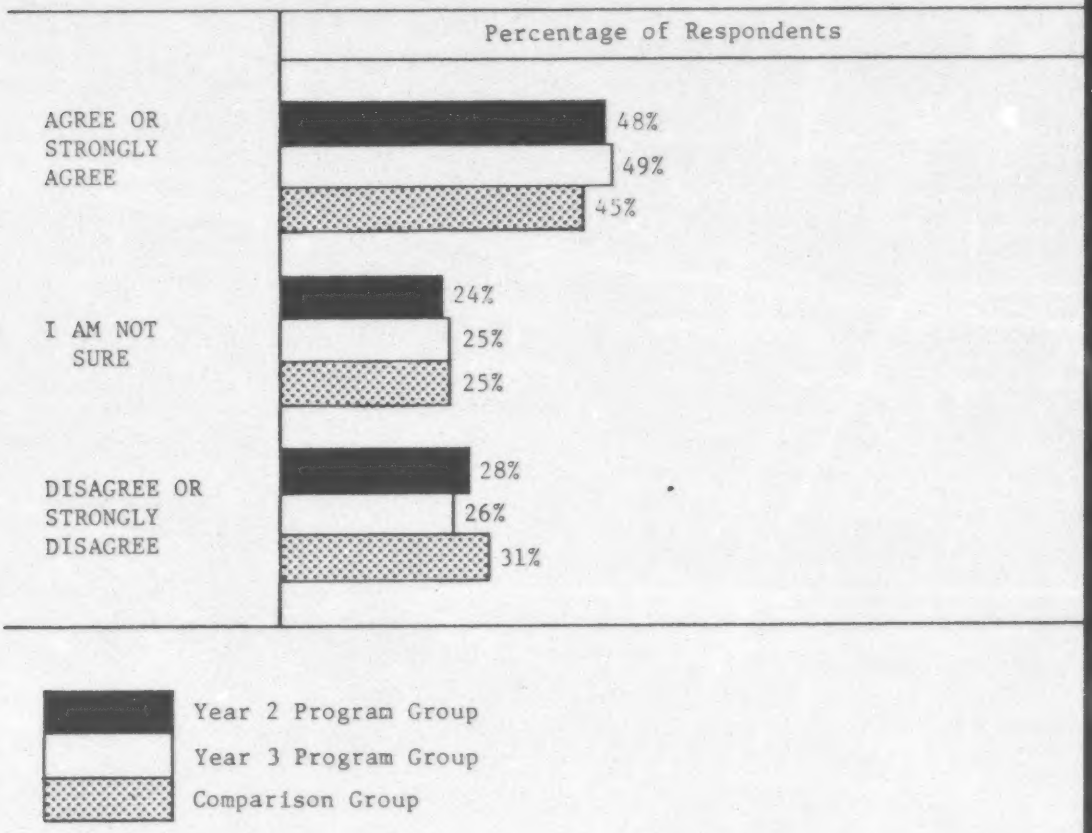
ITEM: I AM LIKED BY OTHERS.



In contrast there were two items which indicated that certain personal inadequacies were felt by many of the young people taking this test. These items concerned specific skills rather than general self-satisfaction as in the items previously discussed. The items and the responses from the pretest are indicated in Figures 21 and 22.

FIGURE 21.

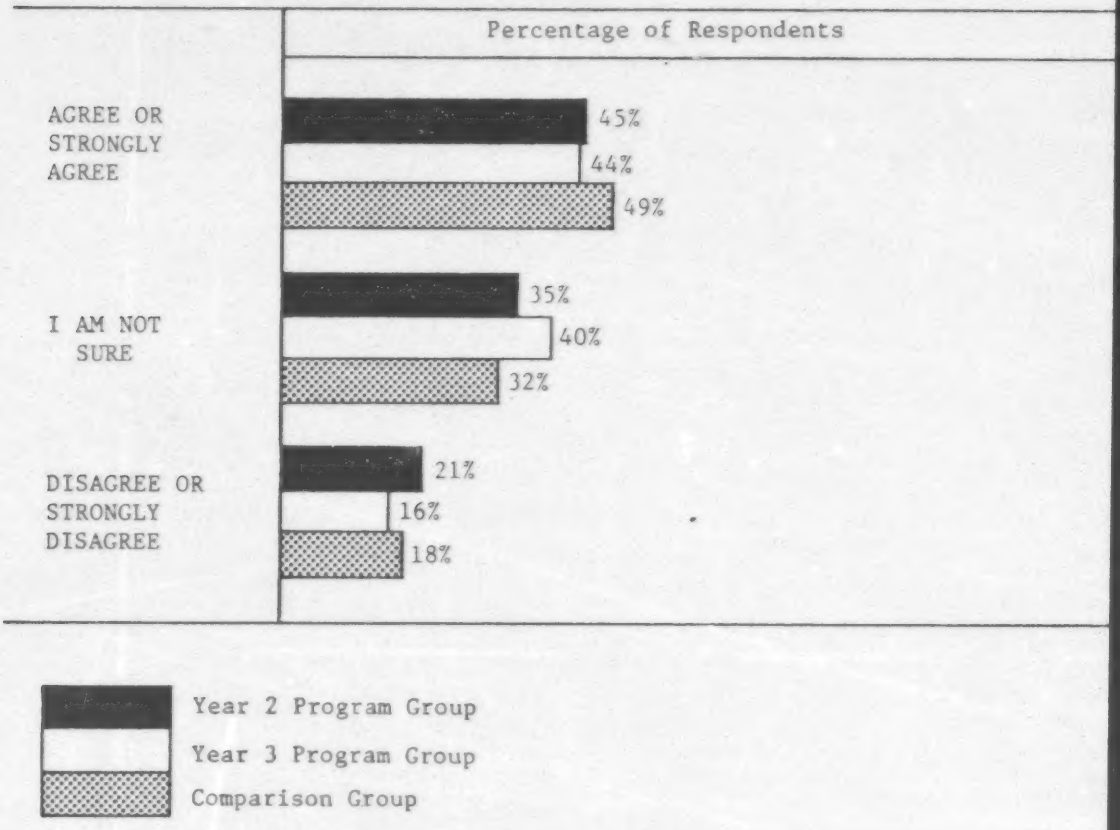
ITEM: IT IS EASY FOR ME TO EXPRESS MYSELF IN WORDS.



Comments: These results suggest that a fairly large percentage of this adolescent population had feelings of inadequacy about their communication skills. Both EfP program participants and comparison group subjects gained slightly in their feelings of adequacy between pre and post measurement, but no substantial program effect was noted.

FIGURE 22.

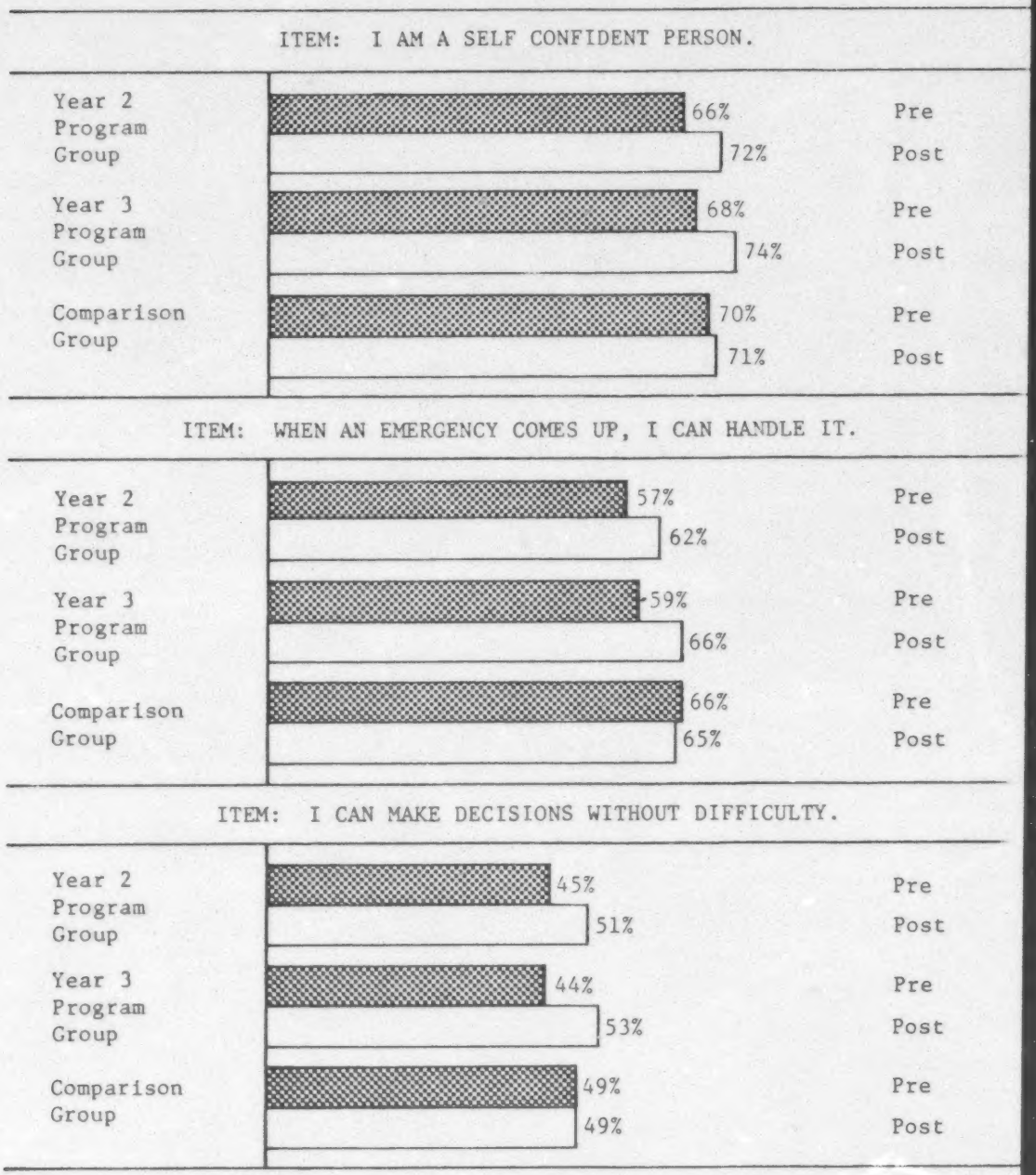
ITEM: I CAN MAKE DECISIONS WITHOUT DIFFICULTY.



Comments: Some feelings of inadequacy in decision making skills were reflected, with the majority of respondents either not being sure of their skills or feeling a skill deficit. For this item there did appear to be a program effect. See the next section for details.

Three particular items clearly differentiated between the Education for Parenthood Program groups and the comparison group. All three were concerned with confidence in one's own abilities, suggesting that Education for Parenthood Programs may generally tend to increase self confidence. The details of these findings are presented in Figure 23.

FIGURE 23. Percent of Agree or Strongly Agree Responses



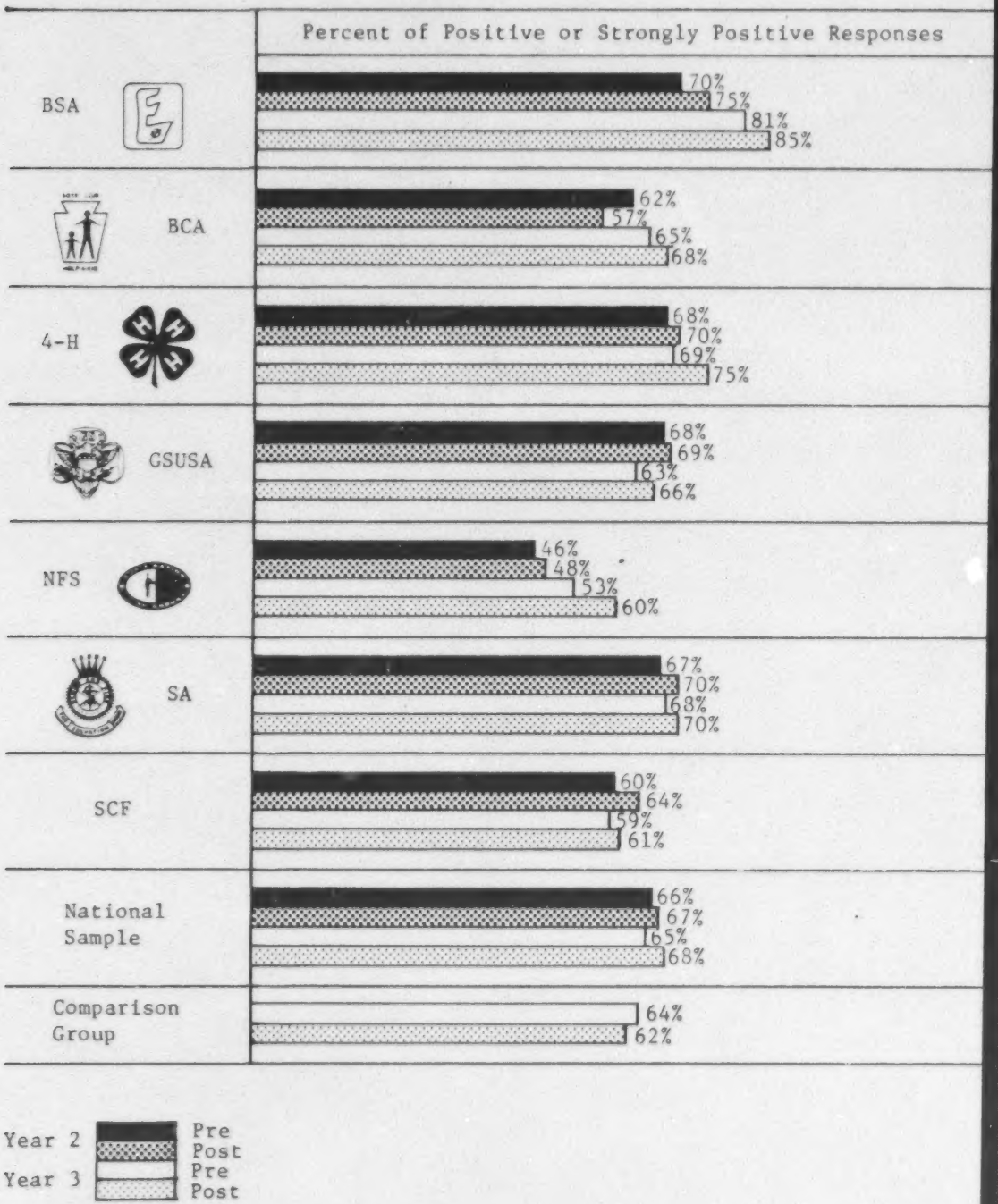
Comments: Note the consistent trends among the pre-post measures. In both years the program groups made substantial changes in a positive direction on all three items. The comparison group either did not change or changed only minimally.

Opinions About Careers in Child Care

Nationally, both Education for Parenthood participants and comparison group members expressed positive opinions on the pre-measure regarding careers in the child care field. The participants' opinions became slightly more positive on the post-measure and the comparison group's became slightly less positive.

At the National Voluntary Organization level the percentages of "positive" or "strongly positive" responses for the overall scale on the pre-measure ranged from 46% (NFS) to 81% (BSA). Generally, opinions became more positive on the post-measure for all program participants, except for BCA Year 2. On the post-measure the percentages of "positive" responses ranged from 48% (NFS) to 85% (BSA). Percentages of "positive" and "strongly positive" responses for each National Voluntary Organization and the national evaluation and comparison groups are presented in Figure 24.

FIGURE 24. OPINIONS ABOUT CAREERS IN CHILD CARE



In regard to overall opinions about careers in child care, females (except in Year 2) responded more positively than did males. One item was of particular interest because of large male-female differences in opinion. The item was "People who have jobs working with children are usually weak." In Year 3 only 78% of the males disagreed with this statement while 86% of the females disagreed, and in Year 2 a total of 66% of the males and 86% of the females disagreed. A similar difference was noted in the comparison group (with 78% of males and 87% of females disagreeing). On the posttest, the female program participants did not change their opinions nor did the comparison females. The males in Year 3 changed positively, revealing an increase of 8% in their disagreement with this statement. However, the Year 2 program males evidenced a 5% decrease in their disagreement. These findings suggest a possible cultural bias for males to view child care careers as inappropriate for "strong" males. The Education for Parenthood Program only changed the male participants' views on this issue in one of the program years.

A somewhat disturbing finding was the response to the item: "Most of the programs for young children do more harm than good." Twenty percent of the program group answered "Not Sure" to this item and 6% in both years agreed with the statement. On the post-measure these percentages changed so slightly that it appears that the Education for Parenthood Program had no effect. In general, EfP was directed toward giving young people experiences in programs for preschool children, and so the failure to influence participants' beliefs about the value of such children's programs is disconcerting.

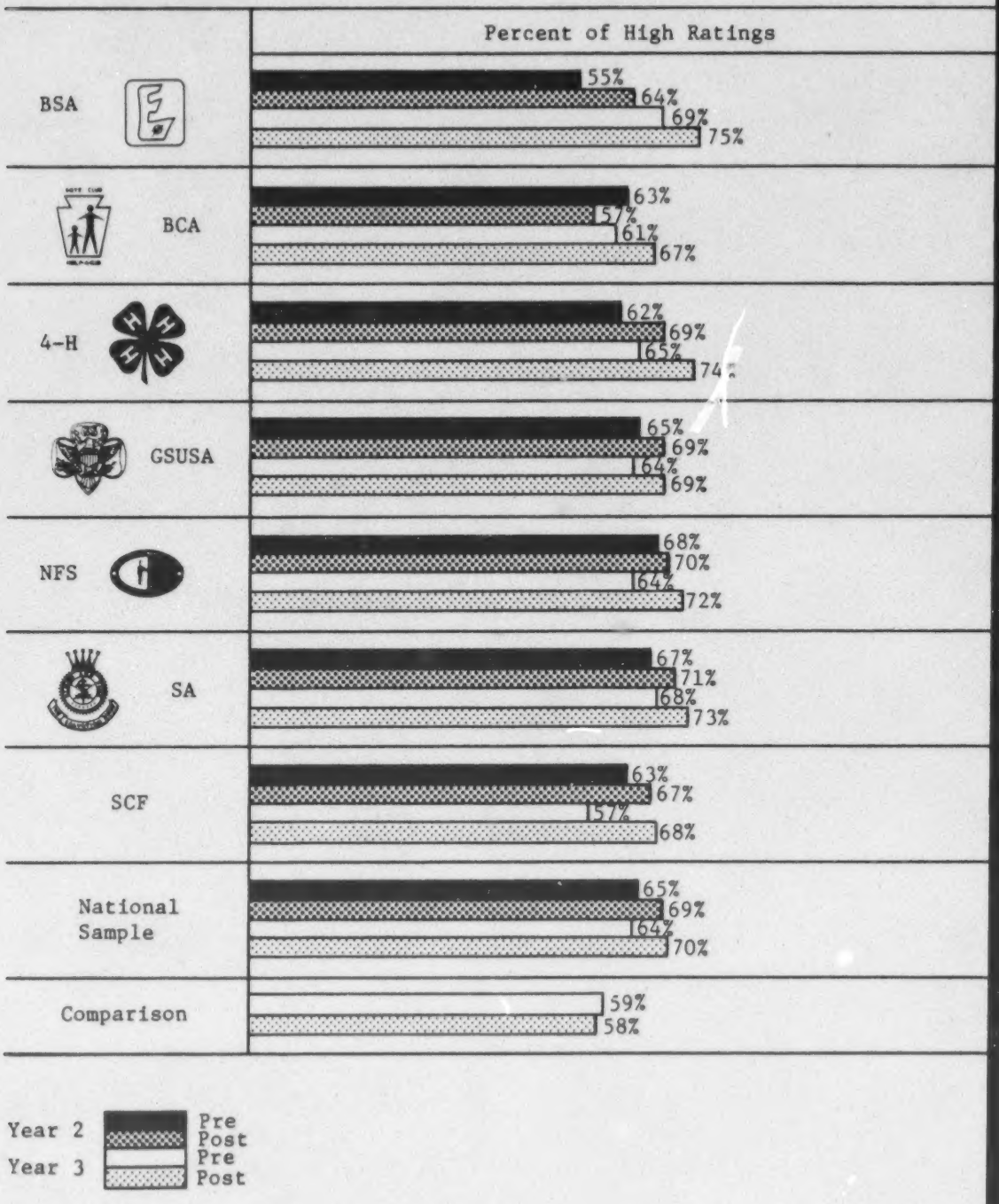
Self-Ratings of Child Care Skills

On this subscale of the Opinions Section of the Modular Questionnaire, Education for Parenthood participants and comparison group subjects were asked to rate how well they could perform eight specific child care skills, on a scale ranging from "Extremely Well" to "Not Well at All."

In contrasting the pre-post differences of the EfP participants and the comparison group members, it was found that this scale differentiated between the two groups more than did any other single subscale of the Opinion Section of the Questionnaire. The participants in the Education for Parenthood Programs, in general, rated themselves more highly in regard to their childrearing and child care skills at the end of the program than they did at the beginning. The overall pretest score for program participants was 65% positive in Year 2 and 64% positive in Year 3. The posttest scores were 69% and 70% positive in Years 2 and 3, respectively. By contrast, the comparison group, with initially lower self-ratings on the pretest (59% positive) obtained slightly lower scores (58% positive) on the posttest.

For all Education for Parenthood Programs, except BCA Year 2, the self-ratings were higher on the post-measure than they had been on the pre-measure. The greatest rates of improvement occurred in the BSA and the 4-H programs in Year 2, and in the SCF, 4-H, and NFS programs in Year 3. The results are shown in more detail in Figure 25.

FIGURE 25. SELF-RATINGS OF CHILD CARE SKILLS



Because the program effects on this particular measure were more noticeable than on the other subscales of the Opinions Section, the results are presented in more depth. In Table 5, comparisons between pre and posttest responses for Year 2 and Year 3 program participants and for the comparison group are presented for each individual item. It should be noted that the program group demonstrated substantial improvement on every item in Year 3, and on the majority of items in Year 2, while the comparison group showed a minimal (1%) gain on only two items, losses on four items, and no change on the remaining items. These findings suggest that the Education for Parenthood Program may have had its greatest impact at a behavioral level, since this particular scale, though included in the Opinions Section, is essentially a self-reported behavioral measure.

TABLE 5. PRE-POST RESPONSES FOR PROGRAM PARTICIPANTS AND COMPARISON GROUPS: SELF-RATINGS FOR CHILD CARE SKILLS

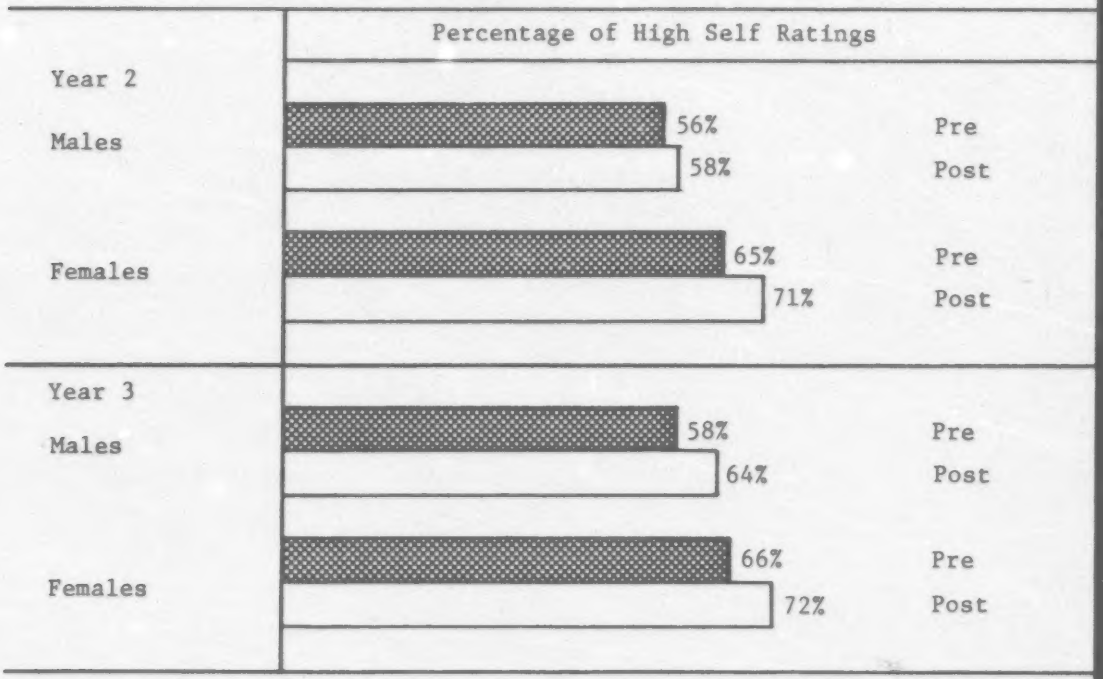
Percentage of High Self-Ratings				
What Can You Do? Items		Program Participants		Comparison Group
		Year 2	Year 3	
Give a baby a bath.	Pre	70%	73%	63%
	Post	77%	78%	64%
Plan interesting activities for children.	Pre	73%	73%	70%
	Post	81%	79%	70%
Be in charge of a group of children.	Pre	73%	73%	66%
	Post	79%	80%	66%
Correctly handle a situation when a child misbehaves.	Pre	66%	66%	69%
	Post	69%	74%	64%
Teach children at certain ages those things they are able to learn.	Pre	67%	70%	63%
	Post	76%	75%	63%
Do the right things when a child becomes ill.	Pre	58%	56%	53%
	Post	61%	63%	54%
Select the right kinds of foods to feed to babies and children.	Pre	70%	69%	59%
	Post	72%	73%	57%
Toilet training children.	Pre	35%	37%	31%
	Post	37%	43%	30%

Male-Female Comparisons

A not unexpected finding was the large male-female difference on this scale, with females generally rating themselves substantially higher than males in their child care abilities. In Year 2, the females obtained a 65% positive score on the pretest and the males obtained a 56% positive score, while in Year 3 the respective figures were 66% and 58%. Both males and females in the Year 3 program revealed a 6% gain on the post-measure. In Year 2 females also gained by 6%, but males evidenced only a 2% gain at post-measure. These results are depicted graphically in Figure 26.

FIGURE 26.

SELF RATINGS OF CHILD CARE SKILLS



Certain items on the Self-Ratings of Child Care Skills more clearly differentiated between males and females than did other items. These items are presented in Table 6.

TABLE 6. MALE-FEMALE COMPARISONS FOR SELECTED ITEMS ON THE SELF-RATINGS OF CHILD CARE SKILLS

Percentage of High Self-Ratings on the Pretest

	Year 2	Year 3
Item: I can give a baby a bath.		
Males	54%	54%
Females	75%	66%
Item: I can teach children at certain ages those things they are able to learn.		
Males	56%	67%
Females	70%	71%
Item: I can select the right kinds of food to feed to babies and children.		
Males	53%	52%
Females	73%	73%
Item: I can toilet train children.		
Males	32%	34%
Females	36%	38%

DID THE PARTICIPANTS' KNOWLEDGE ABOUT CHILDREN AND PARENTING CHANGE?

"It does help to make us better parents and adults. Most kids don't learn what we have until much later in life. It's like a head start."

EfP Teenage Participant

DID THE PARTICIPANTS' KNOWLEDGE ABOUT CHILDREN AND PARENTING CHANGE?

All participants in the evaluation sample responded to four subtests designed to measure general knowledge about aspects of human growth and development. The subtests were:

.Before Birth
Ten questions about prenatal development, including the effects of heredity, nutrition, drugs, and disease on birth outcome.

.What Infants and Children Can Do
Fourteen questions which measure ability to identify developmental landmarks (e.g., sitting up, first word) with approximate normative ages.

.Understanding Infants and Children
Eighteen agree-disagree statements about the general nature of children, the effects of environmental stimuli and health.

.Family Life
Ten scenarios in which different hypothetical family members discuss ways to handle a variety of childrearing situations such as: eating habits, demands for attention, running away, tantrums, etc. The respondent selects the statement with which he/she most agrees.

In addition, some participants responded to two additional subtests:

.Adolescence - Me, Myself & I
Ten questions about general characteristics of adolescents - feelings, worries, needs, dating behavior and marriage outcomes.

.Sexual Behavior
Ten questions about V.D., birth control, conception, pregnancy, etc.

How Well Did the Participants Do?

One of the most important results of the evaluation was the discovery that teenagers, in general, have an extremely low level of knowledge about prenatal care, infant development, children and family life in general, and human sexual behavior. Of the 52 items in the basic subtests, the participant sample and the comparison sample averaged only

24 correct items. Areas that presented the most difficulty were developmental landmarks and human sexual behavior. The samples responded correctly, on the average, to less than one-half of these items.

Some solace can be found in the fact that on a national basis, teenagers in the Education for Parenthood Program showed statistically significant gains as contrasted to the comparison group. However, the gains were small. For example, the gain across the 52 items in the basic subtests for Year 2 is the difference between 24.8 and 27.0, or 2.2 items (about a 5% increase). For Year 3 the gain across the 52 items is the difference between 23.7 and 25.3, or 1.6 items (about a 1% increase). Examination of the comparison sample revealed a slight gain (+0.47).

The gains are small but real. Is it possible that the small pre-to-post program changes were really chance fluctuations? This possibility had to be considered especially in view of the fact that the comparison group also demonstrated positive changes. The question was answered through an Analysis of the Covariance. In this procedure, average performance gains are adjusted for initial performance. Mean performances of the participant and comparison groups and mean performances of males and females were compared. Table 5 presents these data for each NVO, the total national group, and the comparison sample. Statistically significant differences in the performance of the comparison and participant groups are indicated.

Statistical significance means that the probability that a difference in the performance between the participant and comparison groups due to chance is so small (e.g. less than or equal to 0.01) that the obtained difference can be considered real. What if the difference between the participant and comparison group performances is not statistically significant? This does not necessarily mean that the program had no effect. It simply means that the probability of an obtained difference being a result of chance rather than of program impact is greater. Statistical significance is related to a number of variables including sample size. In general, the smaller the sample, the greater must be the difference between groups to establish statistical significance.

How significant is significant? What do the small differences between program and comparison groups mean? Since the evaluation instrument contains only a small number of items in each area, programs which show small but significant gains for participants over the comparison group have probably produced a respectable change. The evaluation instrument does not really measure the amount the participants learned, but rather, indicates that they learned enough in a given topic area to reflect a significant gain on those particular items.

The data presented in Table 7 are based on matched test performances, i.e., a given participant's post program performance is compared with that participant's pre-program performance. The number of participants for whom both the pre- and post-program Modular Questionnaires were available is indicated.

The Analysis of Covariance adjusted scores for Year 2 and Year 3 can be found in Appendix M and N, respectively.

TABLE 7. MATCHED PRE-POST PROGRAM MEAN SCORES ON CONTENT AREAS FOR EACH NVO, THE TOTAL NATIONAL SAMPLE, AND THE COMPARISON SAMPLE.

	NVO	BSA		BCA		4-H		GSUSA		NFS		SA		SCF		National		Comp
	YEAR	II	III	II	III	II	III	II	III	II	III	II	III	II	III	II	III	Samp
	NUMBER	23	48	38	160	257	94	358	387	87	63	97	174	44	29	904	955	776
Basic Modules																		
Before Birth	Pre	4.6	5.7	3.7	4.2	5.2	5.3	4.6	4.1	2.9	3.0	5.2	4.7	4.5	4.2	4.6	4.4	4.6
(10)	Post	5.3	6.3*	4.0	4.6	5.4*	5.6*	5.3*	4.3	3.9*	4.1	5.7*	5.1	4.8	4.3	5.2*	5.0*	4.7
Infants Can	Pre	6.0	6.4	4.4	4.9	5.6	6.5	5.7	5.0	3.7	3.9	5.6	5.3	5.0	4.7	5.4	5.2	5.3
Do (14)	Post	5.7	6.6	4.5	4.8	6.3*	7.0*	5.7	5.2	4.0*	4.2	6.4*	5.5	4.8	5.0	5.7	5.4	5.4
Understanding																		
Infants &	Pre	10.6	12.4	9.0	9.7	10.4	10.8	10.2	9.0	6.5	7.3	11.1	10.4	7.6	7.7	9.8	9.7	9.8
Children (18)	Post	11.5*	13.7*	9.1	10.5*	11.4*	12.0*	11.0*	9.8	7.0*	7.9	12.2*	11.0	8.7	8.1	10.7*	10.5*	9.9
Family Life	Pre	5.1	5.0	3.5	4.3	5.0	5.2	4.6	3.8	3.0	3.1	5.4	4.5	4.1	3.9	4.6	4.2	4.3
(10)	Post	5.5	6.0	4.0	4.4	5.4*	5.5*	5.0*	3.9	3.1	3.4	6.2*	5.0	3.7	3.7	5.0*	4.5	4.5
Total	Pre	26.5	29.5	20.7	23.2	26.4	27.9	25.5	22.1	16.4	17.2	27.8	25.2	21.7	20.5	24.8	23.7	24.2
(52)	Post	28.0	32.5*	21.6	24.3	28.8*	30.0*	27.6*	23.4	18.4	19.1	31.2*	26.8	22.8	21.0	27.0*	25.3*	24.6
Optional Modules																		
Adolescence-																		
Me, Myself, I	Pre	7.2	7.9	5.9	6.6	7.2	7.5	6.9	5.8	4.4	4.6	5.3	7.1	--	4.4	6.6	6.7	6.8
(10)	Post	7.9	8.7*	5.7	6.7	7.7*	7.5	7.2	5.6	4.9*	4.7*	6.1	7.0	--	4.1	7.0	6.8	7.0
Sexual	Pre	6.5	6.8	4.8	5.0	6.7	6.3	5.7	5.1	3.6	4.7	6.6	6.2	4.0	4.2	5.4	5.6	5.5
Behavior (15)	Post	6.3	7.3	5.9	5.7	7.2	6.8	6.4	6.0	5.1	4.6*	7.3	6.8	4.7	4.1*	6.2	6.1	6.2

*$p \leq .01$

Examination of Table 7 shows considerable performance differences between NVO's on the various subtests. The 4-H program results were the most consistent with significant gains in all the basic subtests for both program years and significant gains in the Adolescence Module for Year 2. GSUSA, NFS, and SA program participants showed significant gains in most subtests in Year 2 but faltered in Year 3. SCF had the poorest results with no significant gains for either year. The reader is reminded that all NVO's revealed gains for both years on the Total Basic Module, but that these gains were not all statistically significant.

It should also be noted that in some cases the participants did not perform as well as the comparison group. The NFS and SCF participants had lower scoring on the optional Adolescence and Sexual Modules than did the comparison group.

Generally speaking, the performance of the national group for both program years was substantially the same, with the exception that the gains on the Family Life subtest were significant only for Year 2.

Males Don't Know as Much as Females

Another important finding of the evaluation was that females score higher than males, independent of program participation. As a matter of fact, females scored higher on the pretest than did male program participants on the posttest. This was true in all the NVO's on each of the four basic content subtests. We can only conclude that a definite bias exists in childrearing and educational patterns that results in females acquiring more child development information than males. The male-female differences are summarized in Table 8.

TABLE 8. THE AVERAGE PERFORMANCE OF MALES AND FEMALES ON THE PRETEST AND POSTTEST FOR THE TOTAL NATIONAL GROUP AND THE COMPARISON GROUP

			Before Birth (10)	Infants Can Do (14)	Understanding Infants (18)	Family Life (10)	Total (52)
Program Participants Year 2	Male	Pre	3.5	4.1	7.8	3.5	19.5
		Post	4.2	4.3	8.4	3.8	21.3
	Female	Pre	4.9	5.6	10.2	4.8	25.8
		Post	5.3	5.9	11.1	5.2	28.0
Program Participants Year 3	Male	Pre	3.8	4.4	8.8	3.8	21.1
		Post	4.5	4.4	9.5	4.1	22.4
	Female	Pre	4.6	5.4	9.9	4.3	24.4
		Post	4.9	5.7	10.7	4.6	25.9
Comparison Group	Male	Pre	4.3	4.8	9.2	4.0	22.6
		Post	4.4	5.0	9.0	4.1	22.5
	Female	Pre	4.8	5.7	10.3	4.5	25.4
		Post	4.9	5.8	10.5	4.8	26.0

Two items on this subtest showed unsettling low scores for the national participant and comparison groups. The items were:

.There is a critical time during the development of an unborn baby when it will most likely be harmed by certain drugs.

.Lack of prenatal care (medical care during pregnancy) is responsible for the poor health of many children.

Only 63% (pre) to 64% (post) Year 2 participants, 52% (pre) to 57% (post) Year 3 participants, and 53% (pre and post) of the comparison group selected the correct answer for item one, e.g. during the first three months of pregnancy. The Education for Parenthood Program produced an increase in correct pre-post responses by males: 11% more for Year 2 and 8% more for Year 3 males. Minimal changes in female responses occurred for both groups while there was a decrease for comparison group males on this item.

Only 57% (pre) to 67% (post) of the Year 2 participants, 53% (pre) to 58% (post) of the Year 3 participants, and 67% (pre) to 63% (post) of the comparison group selected the correct answer (True) to the second item. The program produced a respectable pre-post gain in this area for Year 2 males (11%) and females (9%); and slight gains (5%) for Year 3 participants. The comparison group showed pre-post losses of 4% on this item.

Two items clearly differentiated between male and female responses with males having less knowledge than females. This information is presented in Tables 9 and 10.

TABLE 9.

Item: It is not dangerous for the unborn baby if the mother has German measles during her pregnancy. (False)

		% Correct Responses	
		Males	Females
Participants Year 2	Pre	52	78
	Post	58	80
Participants Year 3	Pre	52	71
	Post	59	73
Comparison Group	Pre	69	79
	Post	66	80

TABLE 10.

Item: Frequent medical checkups during a woman's pregnancy are only necessary if she is having special problems. (False)

		% Correct Responses Males	Females
Participants Year 2	Pre	51	82
	Post	58	82
Participants Year 3	Pre	59	80
	Post	68	79
Comparison Group	Pre	71	82
	Post	67	83

From 10% to 26% fewer males than females knew the correct answer to the item in Table 9. However, a large majority of the females (71-80%) answered correctly and males revealed a 6 to 7% gain as a result of program participation.

Females, with at least 80% in both the participant and comparison groups knowing the correct answer to the item in Table 10, were much better informed than males. Some pre-to-post program gains were shown by males (7 to 9%), while the male comparison group revealed a slight decline (4%) in the number of correct responses.

What Infants and Young Children Can Do

Although most people do not commit to memory the ages when developmental landmarks typically occur, some general knowledge about when an infant or child is likely to be able to perform certain behaviors is important. Otherwise, parents will have unrealistic expectations of their children and, consequently, be frustrated when their child is incapable of doing something (e.g., drink from a cup) when they think he/she should be able to do it. It is also important to recognize when one can assist a child in learning a new behavior so that the child can continue to learn at his/her level. Unfortunately, most teenagers seem to have a very low fund of information regarding many of the common developmental landmarks. Male teenagers consistently know even less than females. The items in Table 11 were selected for presentation because they are common developmental landmarks and less than 50% of the participants and comparison groups knew the correct answers.

TABLE 11.

Item		% Correct Responses		
		Participants Year 2	Participants Year 3	Comparison Group
Sits with support (4-6 months)	Pre	42	38	40
	Post	49	41	43
Drinks from cup (7-12 months)	Pre	42	40	44
	Post	45	41	47
Responds to No-No (7-12 months)	Pre	39	39	38
	Post	40	41	40
Plays cooperatively with other children (2-3 years)	Pre	29	28	33
	Post	30	30	30

Understanding Infants and Children

Understanding the social, emotional and medical needs of infants and children is most important for effective parenting. Program participants and comparison group members revealed a particularly low level of information on three items on this subtest. Substantial gains were obtained by the program participants as revealed in Table 12, while the comparison group revealed little change.

TABLE 12.

Item		% Correct Responses		
		Participants Year 2	Participants Year 3	Comparison Group
Physical punishment is necessary in order to get children to behave. (I do not agree)	Pre	48	46	43
	Post	53	58	45
If an infant is not touched and held, his development will probably be abnormal. (I agree)	Pre	51	45	53
	Post	61	51	52
Fat babies are healthier than skinny babies. (I do not agree)	Pre	50	49	45
	Post	57	56	46

Three items revealed a higher information level and interesting male-female differences. They are depicted in Tables 13, 14 and 15.

TABLE 13.

Item: Children should not be allowed to express anger to adults. (I disagree)

		% Correct Responses Males	Females
Participants Year 2	Pre	45	70
	Post	47	75
Participants Year 3	Pre	56	72
	Post	57	70
Comparison Group	Pre	56	72
	Post	52	67

TABLE 14.

Item: A healthy newborn does not need a checkup until three months. (I disagree)

		% Correct Responses Males	Females
Participants Year 2	Pre	56	77
	Post	63	78
Participants Year 3	Pre	62	77
	Post	66	79
Comparison Group	Pre	66	78
	Post	65	80

TABLE 15.

Item: Interesting surroundings help a baby learn even before he is a year old. (I agree)

		% Correct Responses Males	Females
Participants Year 2	Pre	68	85
	Post	69	88
Participants Year 3	Pre	69	80
	Post	76	80
Comparison Group	Pre	82	85
	Post	76	82

One very important medical item showed a very low level of information overall, with males evidencing even fewer correct responses than females. See Table 16.

TABLE 16.

Item: Pneumonia can be prevented by immunization (shots). (I disagree)

		% Correct Responses Males	Females
Participants Year 2	Pre	21	34
	Post	25	38
Participants Year 3	Pre	23	32
	Post	33	35
Comparison Group	Pre	35	33
	Post	38	35

Family Life

Differences between male and female responses to items on this subtest were also apparent. Two of the best examples of these differences are presented below in Tables 17 and 18.

TABLE 17.

Item: Maria and Carlos are the parents of a new baby. Maria and Carlos are talking with the baby's grandparents about how to take care of a newborn baby. Each person has a different idea about what is MOST IMPORTANT IN CARING FOR A NEWBORN BABY. What do you think?

GRANDFATHER believes that a newborn baby needs to be held and cuddled while he is being fed.

		% Correct Responses Males	Females
Participants Year 2	Pre	36	56
	Post	38	59
Participants Year 3	Pre	34	48
	Post	36	46
Comparison Group	Pre	43	51
	Post	33	51

TABLE 18.

Item: Jeanette is the mother of a 12 month old baby. She has a talk with some of her friends about the BABY'S CRAWLING AND GETTING INTO THINGS. Each of the friends has different advice for her.

PAMELA says, "Let him crawl around, but take all of the dangerous and breakable things out of his reach."

		% Correct Responses Males	Females
Participants Year 2	Pre	44	57
	Post	42	62
Participants Year 3	Pre	45	56
	Post	44	56
Comparison Group	Pre	50	57
	Post	46	51

Two items were especially difficult for teenagers with less than 25% knowing the correct answers. The items were:

.Jeanette continues to discuss her 12 month old baby with her friends. Now she is concerned about the BABY WANTING ATTENTION.

JEAN says, "When my baby wants my attention I usually give it to him. He should feel that he can have some influence on other people."

.Tim is 18 months old. He's the baby in a large family. His older sister tells him to get in his high chair for dinner. HE SAYS "NO" AND RUNS AWAY. The other brothers and sisters in the family suggest what to do with this behavior.

HENRY (16 years old) says, "I just pick him up and put him in his high chair."

The low percentage of correct responses indicated that our sample may encounter difficulties in relating to children who require attention and exhibit negative behavior. Male program participants showed slight gains, but their level of information still remained quite low.

Three items showed marked male-female differences. One pertained to developing self-concept and the other two related to dating, marriage and divorce. This information is presented in Tables 19, 20 and 21, respectively.

TABLE 19.

Item: Paying close attention to your own ideas and feelings will probably result in: (Developing a clearer idea of who you are and what you want in life.)

		% Correct Responses Males	Females
Participants Year 2	Pre	54	74
	Post	61	81
Participants Year 3	Pre	56	79
	Post	57	79
Comparision Group	Pre	62	71
	Post	60	74

TABLE 20.

Item: Adolescents who start dating early usually get married late in life. (Disagree)

		% Correct Responses Males	Females
Participants Year 2	Pre	35	52
	Post	36	58
Participants Year 3	Pre	40	48
	Post	47	51
Comparison Group	Pre	45	58
	Post	44	58

TABLE 21.

Item: If adolescents who want to get married wait until they are 20 or older, their chances of getting divorced will go up. (Disagree)

		% Correct Responses Males	Females
Participants Year 2	Pre	42	60
	Post	50	65
Participants Year 3	Pre	47	59
	Post	50	61
Comparison Group	Pre	59	67
	Post	60	66

Clearly, a large number of adolescents were not aware of negative consequences of dating and marrying early. Males were less informed than females. Some program effects were shown with small gains obtained by most of the participants.

Sexual Behavior

If one were to believe the information presented in the media, teenagers could be described as well informed and sophisticated with regard to human sexual behavior and reproduction. It may very well be true that teenagers today are more sexually active than in previous years, but their level of information regarding reproduction, birth control and V.D. is alarmingly low. Again, males seem to know even less than females.

Attitudes about sexual roles remain rather traditional. For example, on the pretest only 41% to 47% of teenage females in participant and comparison groups disagreed with the statement "The female should have the major responsibility for birth control." From 19% to 36% of the teenage males disagreed with this item. The Education for Parenthood Program made the females more aware of the male's responsibility with 10% more females disagreeing with the item on the posttest. Changes for program males were minimal and comparison females and males showed a slight decrease.

On the pretest, only 54% (Year 3) to 59% (Year 2) of the program females and 54% of the comparison group females knew that a girl was most likely to get pregnant around the time of ovulation. Only 23% (Year 2) to 37% (Year 3) of program males and 40% of comparison males responded correctly to this item on the pretest. On the posttest all groups showed an increase (3 to 17%) in correct responses.

Less than 20% of the teenagers in both groups knew the correct response at either pre or posttest to the following related item:

.Please check the three most effective methods of birth control.

Two methods were selected by fewer than 45% and only about 30 to 40% were able to select one method. Eight to 14% could not select even one of the most effective birth control methods. Consistent with previous findings, fewer males than females knew the correct answers. On the posttest all groups improved somewhat.

The teenagers had somewhat more correct information regarding V.D. The items presented below in Tables 22, 23 and 24 showed larger gains for participants than for the comparison group.

TABLE 22.

Item: A female can tell when she has V.D. because the symptoms (signs) are always noticeable. (Disagree)

	% Correct Responses	
	Pre	Post
Participants, Year 2	49	64
Participants, Year 3	55	60
Comparison Group	62	63

TABLE 23.

Item: V.D. is not curable. (Disagree)

	% Correct Responses	
	Pre	Post
Participants, Year 2	69	74
Participants, Year 3	74	82
Comparison Group	76	78

Seldom did males evidence more correct information than females. One exception is the following item. Although females in Year 2 were somewhat more informed about the prevention of V.D., more Year 3 and comparison group males knew the correct answer than did their female counterparts. Program males also showed the greatest percentage gains while comparison males showed a decrease in the number of correct responses.

TABLE 24.

Item: V.D. may be prevented by: (Using a condom [rubber])

		% Correct Responses	
		Males	Females
Participants Year 2	Pre	44	54
	Post	57	58
Participants Year 3	Pre	61	50
	Post	66	52
Comparison Group	Pre	69	48
	Post	60	49

WHAT WERE THE MOST EFFECTIVE TRAINING TECHNIQUES?

"My parents thought the program was great. My mom wished there had been something like that when she was my age."

EfP Teenage Participant

WHAT WERE THE MOST EFFECTIVE TRAINING TECHNIQUES?

In a project as multifaceted as the Education for Parenthood Program, numerous variables could account for the success or failure of a teenager to learn more about children and parenting. For future program planning, it is very important to learn as much as possible about what it was that really worked. In this regard several analyses were performed. First, two groups of 100 participants each were selected based upon their performances on the content subtests of the Pre-Post Modular Questionnaire. One group showed the greatest gain (Top 100) and the other group showed the smallest gain (no gain or a decrease) in pre-to-post test score (Bottom 100). To determine if responses by the Top 100 and Bottom 100 were significantly different from each other, an Analysis of Covariance was conducted. The results showed that the Top 100 participants' scores were statistically significantly ($p = .001$) better than the Bottom 100 participants' scores on all subtests (see Table 25).

TABLE 25. THE ANALYSIS OF COVARIANCE SHOWING THE AVERAGE PERFORMANCE OF THE TOP 100 AND BOTTOM 100 PARTICIPANTS COMBINED (AVERAGE SCORE), THE AVERAGE TOP 100 SCORE AND THE AVERAGE BOTTOM 100 SCORE

	Average Score		Bottom 100 Score		Top 100 Score		Significance Level
	Year 2	Year 3	Year 2	Year 3	Year 2	Year 3	
Basic Module							
Before Birth (10)	4.97	4.56	3.16	2.88	6.78	6.24	$p=.001$
Infants Can Do (14)	5.49	5.39	3.29	3.61	7.69	7.17	$p=.001$
Understanding Infants (18)	10.29	9.72	6.97	6.44	13.61	13.00	$p=.001$
Family Life (10)	4.84	4.39	3.16	2.93	6.52	5.85	$p=.001$
Total (52)	25.60	24.06	16.54	15.79	34.66	32.33	$p=.001$
Optional Module							
Adolescence--Me, Myself, I (10)	6.71	6.42	5.53	5.06	7.85	7.75	$p=.001$
Sexual Behavior (15)	5.83	5.90	5.13	5.20	6.75	6.61	$p=.001$

To determine if demographic variables such as age, sex, race, and the like accounted for the differences between the two groups, a multiple regression analysis was performed. The results showed no significant difference between the groups. Table 26 depicts the demographic distribution of the two groups.

TABLE 26. DEMOGRAPHIC DISTRIBUTION OF THE TOP 100 AND BOTTOM 100 PARTICIPANTS

	YEAR 2		YEAR 3	
	Number of Top 100	Number of Bottom 100	Number of Top 100	Number of Bottom 100
AGE				
13 & younger	36	35	25	28
14-15	27	34	31	32
16-17	23	26	32	28
18 & older	14	5	12	12
SEX				
Female	83	79	71	82
Male	17	21	29	18
GRADE				
6-9	62	62	37	53
10-12	36	36	49	34
Not in school	0	0	8	5
Other	2	2	6	8
RELIGION				
Protestant	53	37	46	42
Catholic	30	32	39	39
No Religion	3	17	5	9
Other	12	14	9	9
ETHNICITY				
White	58	58	71	63
Black	27	27	22	23
Mexican-American	8	9	2	5
Other	7	6	5	9
FAMILY COMPOSITION				
Mother and Father	59	59	58	53
Mother, Father and other relatives	8	6	5	6
Mother only	13	20	19	17
Other	20	15	18	24
Siblings under 6 years of age				
None	78	64	75	69
1	17	27	20	28
2 or more	5	9	5	3

A National Voluntary Organization comparison was made to see if more of the Top 100 or Bottom 100 participants came from a particular site or National Voluntary Organization. The results were negative with no one program or National Voluntary Organization showing more effectiveness than any other. The distribution of the Top 100 and Bottom 100 participants by National Voluntary Organization is shown in Table 27.

TABLE 27. THE DISTRIBUTION OF THE TOP 100 AND BOTTOM 100 PARTICIPANTS BY NVO

	YEAR 2		YEAR 3	
	Number of Top 100	Number of Bottom 100	Number of Top 100	Number of Bottom 100
BSA	3	2	13	3
BCA	3	7	19	24
4-H	27	20	12	6
GSUSA	31	38	20	28
NFS	9	16	9	8
SA	21	6	26	24
SCF	6	11	1	7
Total	100	100	100	100

The participants in each of the two groups were matched with their site's Training Description Forms. To insure proper weighting of each site, the number of Top 100 and Bottom 100 participants was used to randomly select Training Description Forms for analysis. Any site with an equal number of highest and lowest level participants was deleted from the sample. Using this weighting method, a total sample of 93 highest and 97 lowest participants was selected in Year 2. In Year 3, 74 highest and 78 lowest level participants were selected. A t-test of independent samples was used to determine if there were areas of significant difference in the training received by the Top and Bottom groups.

The most frequently used training approaches with the group of Top 100 participants were lectures, demonstrations and A-V recordings in Year 2, and rap sessions and role playing in Year 3. These approaches seemed to be the most effective ones in facilitating pre-to-post program gains. Table 28 shows the percentage of Top 100 and Bottom 100 participants receiving each of the various training approaches.

TABLE 28. TRAINING APPROACHES AND THE PERCENTAGE OF TOP 100 AND BOTTOM 100 PARTICIPANTS

Training Approaches	YEAR 2		YEAR 3	
	Top 100 N=93	Bottom 100 N=97	Top 100 N=73	Bottom 100 N=78
Group Discussions	58.1	59.8	71.2	61.5
Rap Sessions	39.8	44.3	43.8*	25.6*
A-V Presentation	35.5	37.1	28.8	24.4
Lecture	49.5****	23.7****	47.9	38.5
Demonstration	32.3**	17.5**	21.9	15.4
Develop Some Skill	23.7	13.4	16.4	25.6
Role Play Situation	10.8	9.3	34.2*****	16.7*****
Observation of Children	14.0	14.4	15.1	12.8
Care for Children	8.6	15.5	1.4	6.4
Prepare A-V	5.4	2.1	1.4	2.6
Attended Staff Meeting	2.2	1.0	0	0
A-V Recording	5.4***	0***	2.7	1.3
Other Training Procedures	17.2	18.6	23.3	24.4

* $t = -2.38$; $df = 149$; $p = .02$
** $t = -2.38$; $df = 188$; $p = .02$
*** $t = -2.34$; $df = 188$; $p = .02$
**** $t = -3.81$; $df = 188$; $p = .01$
***** $t = -2.52$; $df = 149$; $p = .01$

Although the identification of effective training approaches was completed through a complex and comprehensive analysis of "hard" data, a "soft" data approach was deemed necessary as well. As site visitors, we actually observed training sessions being conducted and had the opportunity to talk with the principals involved. Through this process a "feel" for the program and the responses of the teenage participants developed. Each site visitor invariably left a given session with the impression that the group leader was the single most important ingredient of the program. Many of the leaders were excellent. They were very familiar with the material, knew just how to present it, and had tremendous rapport with the participants. In other cases, the leaders were less than exciting, although they seemed to know the material well. Thus, it was our impression that the particular training approach employed (e.g., discussions rap session, etc.) was less important than the nature and characteristics of the leader utilizing it.

The group leader (himself/herself) appears to be more important than what he/she actually does. We are sure that this comes as no surprise to those who are familiar with the saying, "A good teacher is a good teacher, is a good teacher...."

HOW DID THE PARTICIPANTS AND PROGRAM STAFF FEEL ABOUT THE PROGRAMS?

"At first I thought I'd like to be a bookkeeper but now I've changed my mind and I'd like to work with children."

EfP Teenage Participant

HOW DID THE PARTICIPANTS AND PROGRAM STAFF FEEL ABOUT THE PROGRAMS?

The data reported in this section were obtained during the third program year from Program Assessment Questionnaires administered to 1,162 participants, 37 instructors and 30 instructor-administrators; and from personal interviews with 202 participants, 42 instructors, and 37 instructor-administrators.

The number of participants involved in the evaluation in 1975-76 closely approximated the 1974-1975 sample. However, considerably fewer instructors and administrators (1/2 to 2/3 as many) completed the Questionnaire or were interviewed during the third evaluation year.

The data presented here are national in scope and all seven National Voluntary Organizations were included in the sample. For the most part, data obtained during the second project year strongly paralleled that of the third project year. Therefore, detailed second year data are not included in this report except when significantly different from the third year information. In a like manner, National Voluntary Organization data closely resembled the national sample. Therefore, specific NVO figures are provided only when there were important differences in data obtained from individual NVO's and between an NVO and the national sample. All figures are percentages of those reporting.

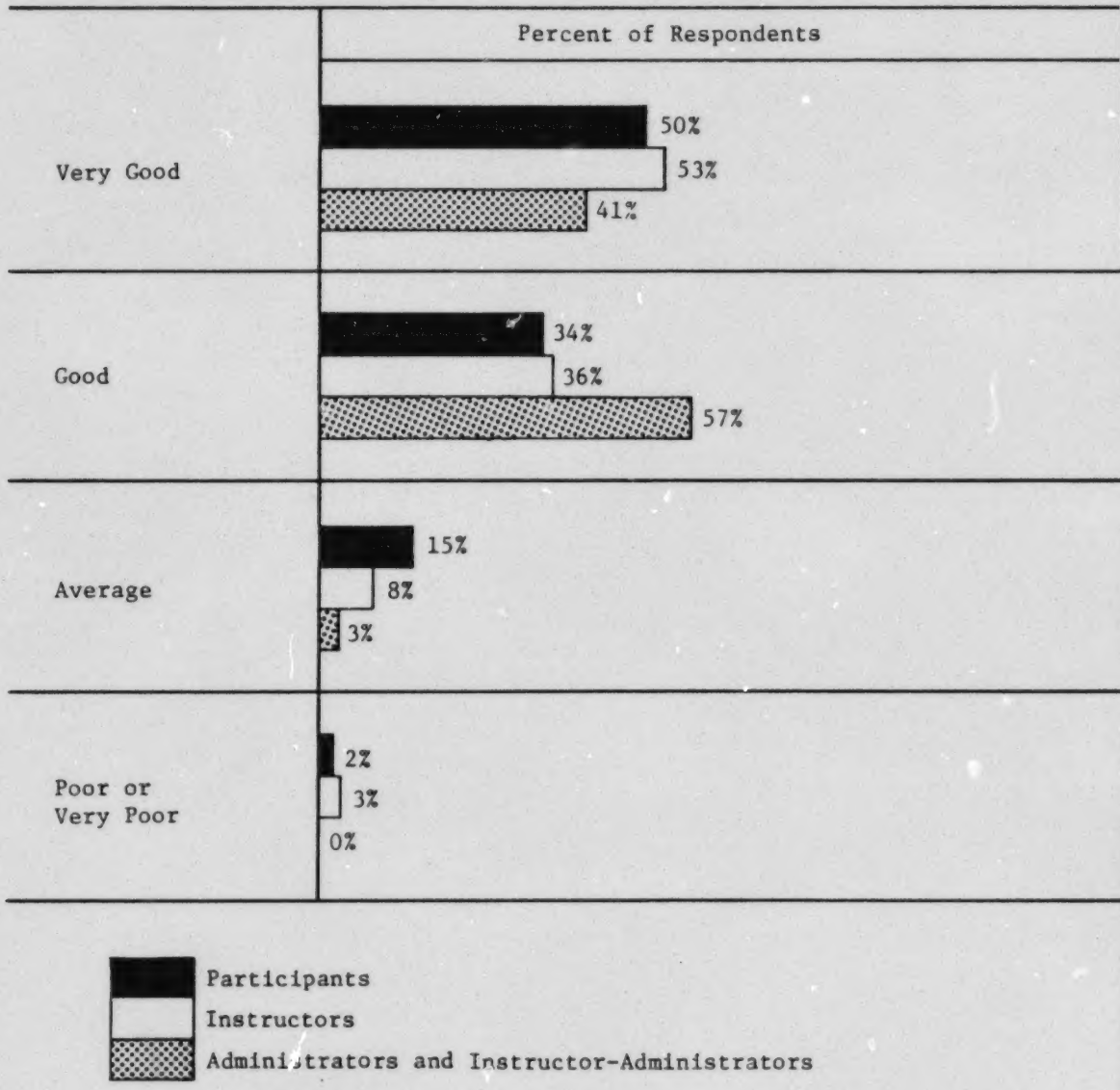
What Were the Overall Ratings of the Programs?

The data obtained from the 1975-1976 programs closely resembled that reported in 1974-1975. A strong majority of all respondents (about 90%) approved of the Education for Parenthood Programs and rated them as "good" or "very good."

Overall ratings of the program by instructors and participants varied only slightly between project years. On the other hand, the number of administrators who judged the program to be "very good" dropped ten percentage points (from 50% to 40%) during the past year. At the same time, the number of administrators rating the program as "good" increased from 39% to 57%.

Less than 3% of all raters thought the programs were "poor" or "very poor." Figure 27 presents the overall ratings on a national basis.

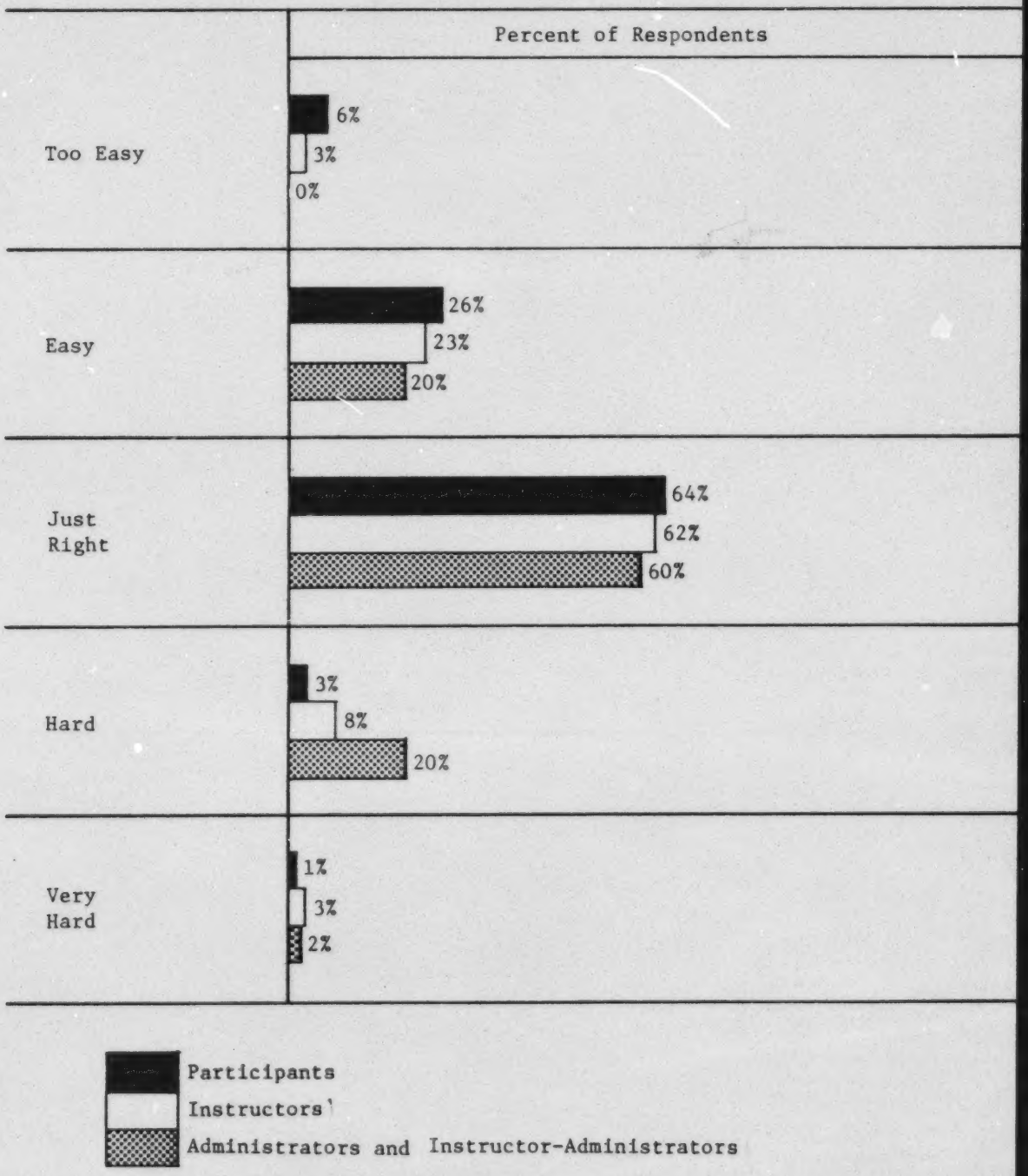
FIGURE 27. OVERALL, FOR THE PARTICIPANTS (ME) THE PROGRAM WAS:



How Difficult Were the Programs?

"Just right" was the reply of the majority of the respondents (over 60%) concerning program difficulty. However, a skewing of the distribution toward the easy side was found. Changes in results between the second and third years were slight, although a larger percentage of participants indicated that the third year's program was "easy" or "too easy" (an increase of 8%). On the other hand, 7% of the administrators rated it "harder." Actually, over 40% of participants in two of the National Voluntary Organizations (BSA and SA) found their programs to be "easy" or "too easy." On the other hand, project staff, in general, rated the programs as "hard" or "very hard" more frequently than did the participants. Figure 28 summarizes the difficulty ratings for the national sample.

FIGURE 28. FOR THE PARTICIPANTS (ME) THE PROGRAM WAS:



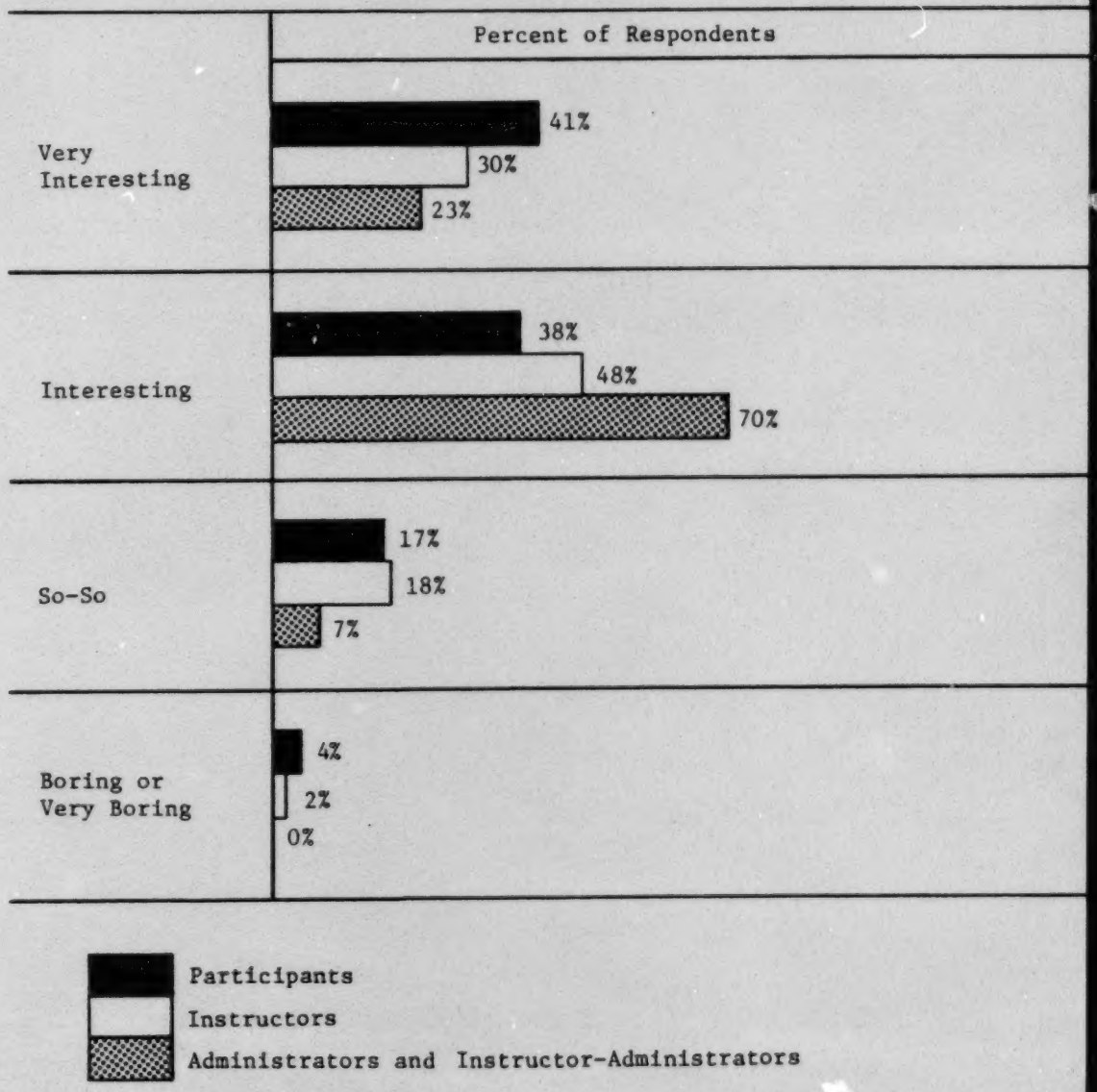
How Interesting Were the Programs?

Participants in the national sample (41%) rated the Education for Parenthood Programs as "very interesting" more often than did the instructors (30%) or administrators (23%). Over 75% of all respondents found programs to be "interesting" or "very interesting" and less than 5% rated the programs as "boring."

However, a larger percentage of the third year participants (17%) and instructors (18%) found the program to be just "so-so" than was true for second year participants (11%) and instructors (11%).

Among the National Voluntary Organizations the SCF had the largest number of participants who rated the program "interesting" (90%), whereas the greatest percentage of participants rating the programs "so-so" or "boring" were the BSA (30%). The national data are summarized in Figure 29.

FIGURE 29. FOR THE PARTICIPANTS (ME) THE PROGRAM WAS:

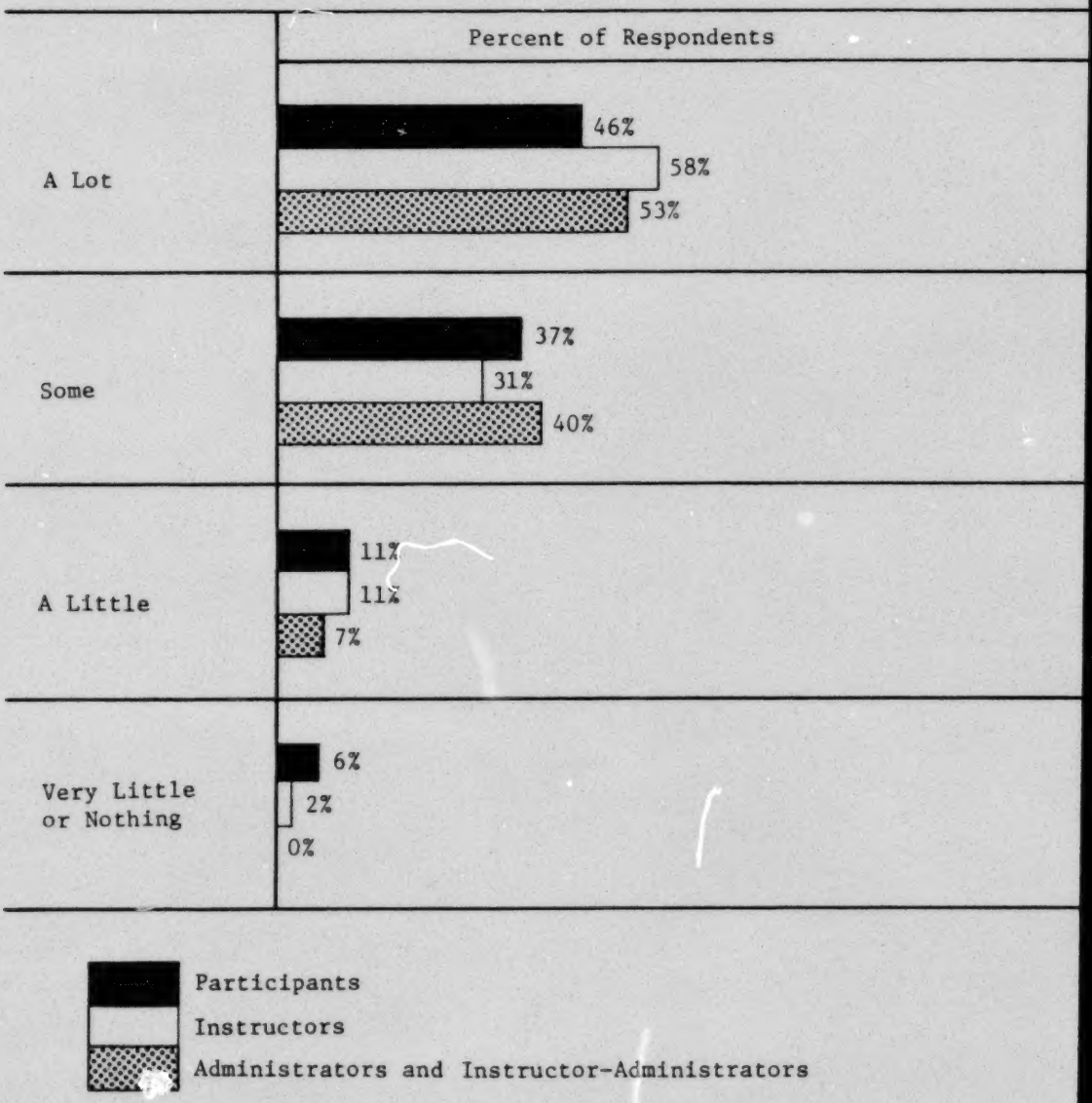


How Much Did the Participants and Staff Think the Participants Learned?

Program staff felt more positively about the amount learned by Education for Parenthood participants than did the participants themselves. Fifty-eight percent of instructors and 53% of administrators claimed that "a lot" was learned during the program whereas 46% of the participants felt that way. Slightly fewer third year participants (46%) than second year participants (50%) felt they had learned a lot. Between 40 and 50% of all respondents said they had learned "some" or "a little" and only 6% of participants claimed they had learned "very little" or "nothing."

Among the National Voluntary Organizations, the Boys' Clubs had the greatest percentage of participants who felt they had learned "a lot" (53%), whereas the BSA had the largest percentage (8%) who rated the program as resulting in little or no knowledge gains. A summary of data from the national sample is presented in Figure 30.

FIGURE 30. THROUGH THE PROGRAM I THINK THE PARTICIPANTS (I) LEARNED:

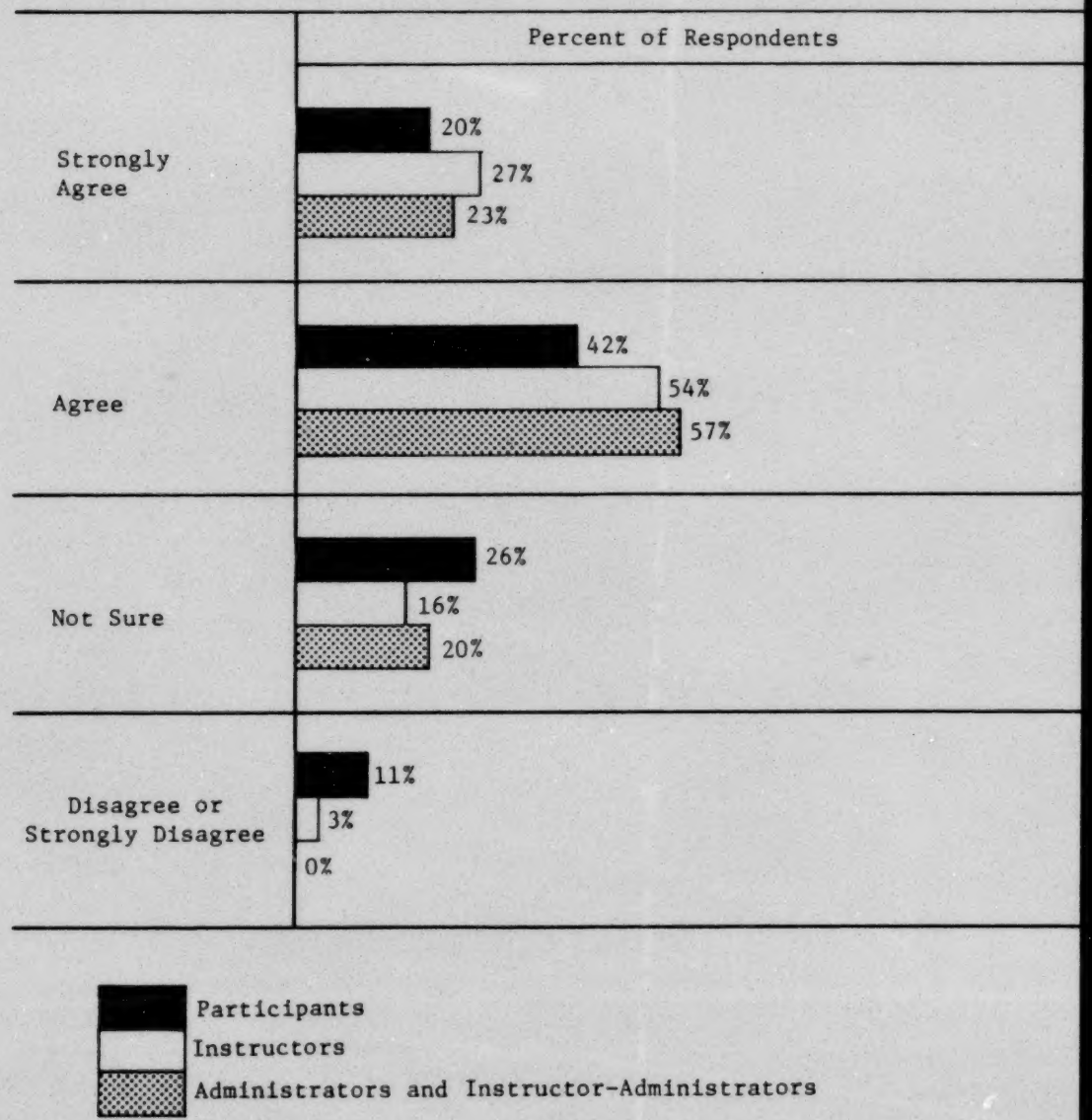


Will the Program Help the Participants be Better Parents?

A larger percentage of instructors (81%) and administrators (80%) than participants (62%) agreed or strongly agreed that the Education for Parenthood Program would help youth become better parents. Administrators in the third year's sample were less confident regarding the long-term effectiveness of the program than were administrators during the second year (a decrease of 13%). Twenty-six percent of the participants, 16% of the instructors, and 20% of the administrators were "not sure." Only 2% of the staff rated the program as ineffective in developing better parents as compared to 11% of the participants. National sample responses are presented in Figure 31.

FIGURE 31.

THE PROGRAM WILL HELP THE PARTICIPANTS (ME) BECOME A BETTER PARENT.

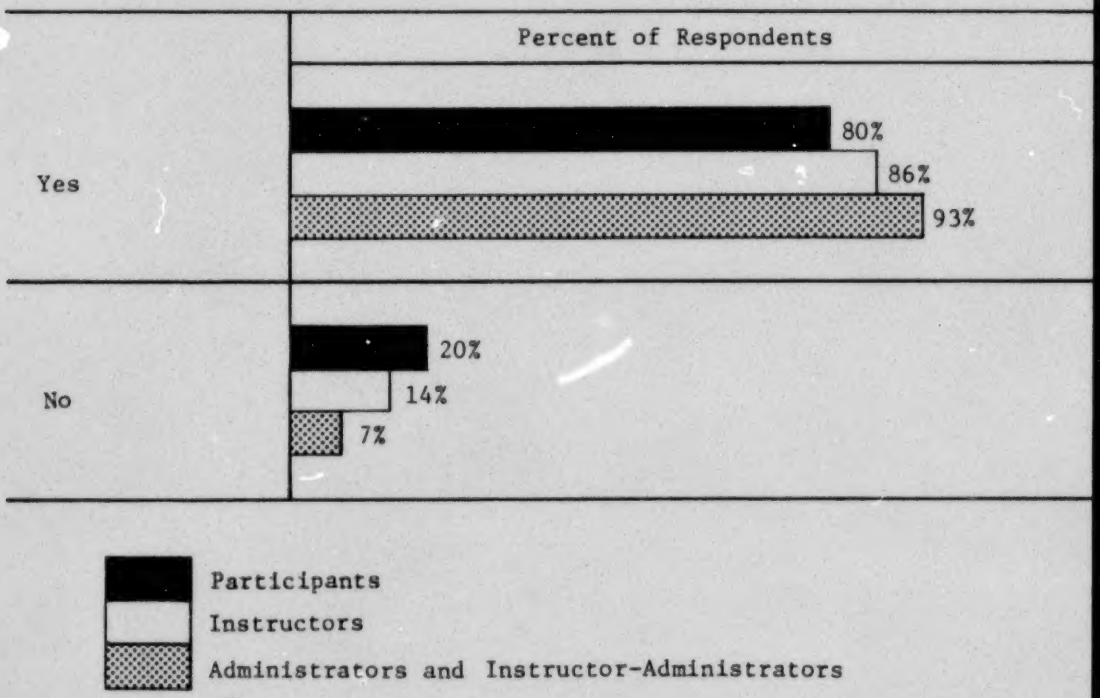


Were the Programs Relevant to Participants' Backgrounds?

A large majority (over 80%) rated their programs as culturally relevant. Participants rating the program as relevant increased by 10% in the third year, from 70% to 80%. Among the National Voluntary Organizations, the program rated relevant by the largest percentage of participants was the 4-H program with over 90% answering "yes" to the question. Figure 32 presents the ratings by the national sample.

FIGURE 32.

DO YOU THINK THE PROGRAM WAS RELEVANT TO THE PARTICIPANTS (YOUR) ETHNIC/CULTURAL BACKGROUND?

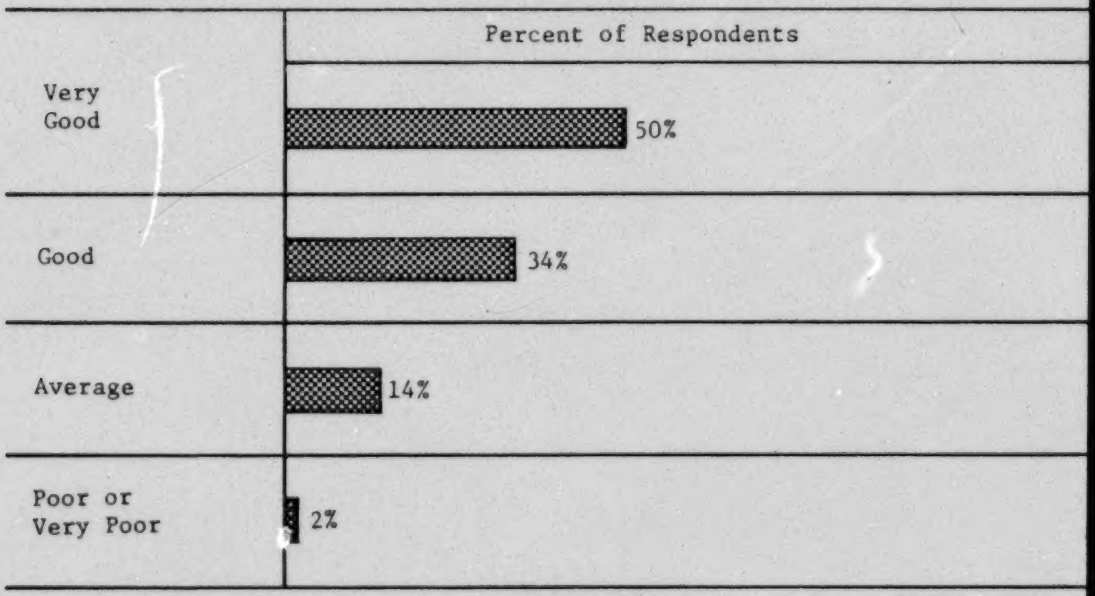


How Did the Participants Feel About the Group Leaders?

Only the participants were asked to respond to this question. During the third year, 84% of those sampled rated their group leaders as "good" or "very good." This is an increase of 4% over the previous year. Participants' approval of their leaders remained at a high level.

Among the National Voluntary Organizations, the BCA seemed to have the highest appreciation of their leaders, with 58% of their participants rating the leaders as "very good." Figure 33 presents the ratings by national sample.

FIGURE 33. MOST GROUP LEADERS WERE:



What Were the Participants' Expectancies of the Program and the Most Important Things They Learned?

The interview questions during the third project year were the same as those used in the previous year. Participants were asked what they had expected to gain from the program when they first entered it. This question was followed by one requesting that participants decide which of all the things they had learned was most important to them and whether or not the program had lived up to their expectations.

Nationally, learning about babies and children, and how to care for them remained far and above the greatest program expectation (47% in program Year 2; 53% in Year 3). For the most part, participant expectancies were met with 53% in Year 2 and 47% in Year 3 responding that their program experiences in this area were the most important ones for them.

Many more participants in Year 3 (15%) hoped to learn how to get along better with their peers than did second year program participants (2%). In both program years, another 6% wanted to gain a better understanding of themselves while 8% in Year 2 and 15% in Year 3 felt that improvement in their understanding of sexual matters was the most important thing learned.

Among National Voluntary Organizations, the majority of the BCA participants in Year 3 (67%) expected to learn about babies and children and 56% considered this to be the most important topic covered. Gaining a better understanding of one's self was one outcome which relatively few participants anticipated achieving (BCA, 7%; 4-H, 17%; and GSUSA, 3%) but at the program's termination, a larger percentage (BCA, 18%; 4-H, 31%; and GSUSA, 26%) felt this to be the most important thing learned.

Sex education was one topic which gained in importance between program Years 2 and 3. In program Year 2, 6% of the respondents wanted to learn about sex, birth control and pregnancy. This increased to 9% in Year 3. Sex education was thought to be the most important thing learned by 10% of the Year 2 respondents as compared to 18% of participants in Year 3. Among individual organizations during Year 3, only 4% of BCA participants, 28% of those in NFS and 2% in SA expected to learn about this topic, and yet sex education was considered to be the most important thing learned by 7% of BCA, 36% of NFS, and 15% of SA participants. Expectancies and the most important things learned during Year 3 are summarized on a national basis in Table 29.

TABLE 29. PARTICIPANTS' EXPECTANCIES AND THE MOST IMPORTANT THINGS THEY LEARNED

Program Categories	Percent of Respondents	
	What Expected to Learn	Most Important Thing Learned
Learn about babies, children, care for and teach them	53	47
Learn about parenthood and family life	8	4
Learn about sex, birth control, pregnancy	6	11
Better self understanding and self concept	6	15
Learn how to get along better with peers	15	2
Learn how to get along better with family	3	3
Train to be a leader in an organization	1	1
Don't know	14	4
Other	9	17

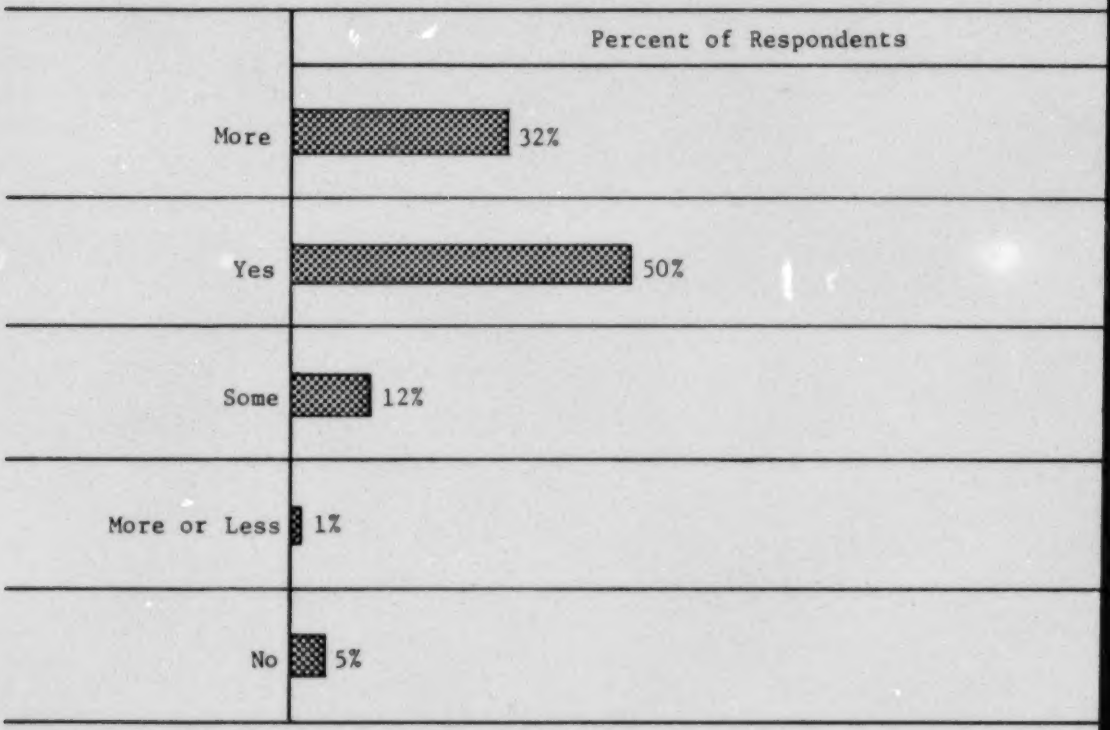
Did the Program Live Up to the Expectations of the Participants?

Participants remained very strong in their support of the Education for Parenthood Programs during the third year with a large majority (82%) responding that the program gave them what they wanted. This is a 6% gain over the previous year in the number of participants who indicated that the Education for Parenthood Programs lived up to or exceeded their expectations.

Among National Voluntary Organizations, participants in the NFS and SCF programs were the most satisfied with over 90% of those sampled in both organizations responding that the program gave them what they wanted. National responses are summarized in Figure 34.

FIGURE 34.

NOW THAT THE PROGRAM IS ENDING OR ENDED, DO YOU FEEL THAT YOU GOT WHAT YOU WANTED?



How Did the Participants Feel About Becoming a Parent?

A larger percentage (82%) of participants interviewed nationally during the third year looked favorably upon the prospect of becoming parents than did the participants in the previous year (72%). Only 13% of the third year participants were unsure about becoming parents and another 4% expressed negative feelings compared to 18% and 6%, respectively, in the second year. At the NVO level in the third year, the percentage of positive responses ranged from 68% (NFS) to 91% (SA).

Table 30 summarizes third year responses at both national and NVO levels.

TABLE 30. PERCENTAGE OF PARTICIPANTS' RESPONSES TO THE QUESTION, "HOW DO YOU FEEL ABOUT BECOMING A PARENT YOURSELF?"

Rating	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Positive	82	89	79	82	68	91	76	82
Neutral	18	7	12	12	20	9	23	13
Negative	--	--	9	3	12	--	--	4
Other	--	4	--	--	--	--	--	.5

When asked if they had changed their opinions about becoming parents since entering the program, 37% of the third year participants reported a change in a positive direction and 58% reported no change. Only 3% reported feeling more negative about becoming parents.

Among the NVO's, more BCA (48%) and BSA (46%) participants reported a positive change of opinion than did participants from the other programs. This is a considerable increase from Year 2 for both of these organizations when only 5% of BCA participants and 10% from BSA reported a positive change. Responses for the third project year are summarized in Table 31.

TABLE 31. PERCENTAGE OF PARTICIPANTS' RESPONSES TO THE QUESTION: "IS THIS A CHANGE OF OPINION SINCE BEFORE ENTERING THE PROGRAM?"

Rating	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
No Change	55	52	52	62	72	57	59	58
Positive	45	48	33	38	20	41	41	37
Negative	--	--	5	--	8	2	--	3

How Did the Participants Feel About Child Care Careers?

Of all participants interviewed nationally during the third project year, 69% spoke positively about working in the area of child care, 15% were neutral and another 15% expressed negative feelings. These data closely resembled the Year 2 data where 66% of the responses were positive, 14% neutral and 18% negative. Positive responses at the NVO level ranged from 48% (NFS) to 91% (BSA). Participants in the SCF program revealed the greatest change between project years. In the 1974-75 project year, 40% of the SCF participants interviewed felt positively about child care careers while in 1975-76, this percentage had more than doubled, with 82% expressing positive feelings.

Participant responses for Year 3 are summarized in Table 32.

TABLE 32. PERCENTAGE OF PARTICIPANTS' RESPONSES TO THE QUESTION: "HOW DO YOU FEEL ABOUT WORKING IN THE AREA OF CHILD CARE?"

Rating	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Positive	91	59	74	71	48	68	82	69
Neutral	9	19	7	3	39	18	18	15
Negative	--	18	19	23	13	14	--	15
Other	--	4	3	3	--	--	--	1

Participants were also asked if their attitudes about child care careers had changed after being involved in the program. In Year 3, 66% compared to 10% in Year 2 answered "no", 33% compared to 27% said they felt more positive and only 1% during both project years were either neutral or negative. At the NVO level the BSA participants showed the highest percentage of change in a positive direction (30% to 73%) from Year 2 to Year 3. A summary of the responses for project Year 3 is presented in Table 33.

TABLE 33. PERCENTAGE OF PARTICIPANTS' RESPONSES TO THE QUESTION: "IS THIS A CHANGE OF OPINION SINCE BEFORE ENTERING THE PROGRAM?"

Rating	BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
No Change	27	59	69	74	84	67	53	66
Positive	73	41	26	26	16	33	47	33
Neutral	--	--	2	--	4	--	--	.5
Negative	--	--	2	3	4	--	--	.5
Other	--	--	--	--	4	--	--	--

How Did the Participants' Families Feel About the Program?

The participants interviewed in the national sample during the third project year stated that a large majority of their mothers (84%) and well over half of their fathers (63%) felt positive about their involvement in the program. In the third year as contrasted to the second year, 14% more of the mothers and 20% more of the fathers were seen as program supporters. Responses for the third project year are summarized in Table 34.

TABLE 34. PERCENTAGE OF PARTICIPANTS' RESPONSES TO THE QUESTION: "WHAT DID YOUR FAMILY THINK ABOUT YOUR BEING IN THE PROGRAM?"

	Family Members' Feelings			
	Didn't Know or Didn't Say	Positive	Neutral or Unsure	Negative
Mother	9	84	6	1
Father	28	64	8	1
Siblings	34	58	6	2
Other Relatives	31	69	--	--
Others	100	1	--	--

Did the Participants Want More EfP Programs?

When asked if they felt that more programs similar to the one they had experienced with EfP should be made available to others, respondents during both project years answered with an overwhelming "yes." Over 97% answered affirmatively.

How Did the Program Staff Feel About Their Own Personal Growth?

EfP instructors and administrators were asked to evaluate the effect that participation in the program had upon them personally. A full 75% of the instructor-administrators felt the program had stimulated a positive change, but only 21% of the instructors noted a positive change in their relationships with children. Again, a larger percentage of the instructor-administrators (82%) than instructors (52%) felt they had gained in their understanding of children. A majority of all program staff (over 60%) felt their concepts about themselves had improved and 48% of instructors and 71% of instructor-administrators viewed themselves more positively as teachers and parents.

ORGANIZATIONAL IMPACT OF THE EDUCATION FOR PARENTHOOD PROGRAM ON THE PARTICIPATING NATIONAL VOLUNTARY ORGANIZATIONS

"Young people will learn a lot about kids growing up and that it is not as easy as you think it is."

EfP Teenage Participant

ORGANIZATIONAL IMPACT OF THE EDUCATION FOR PARENTHOOD PROGRAM ON THE PARTICIPATING NATIONAL VOLUNTARY ORGANIZATIONS

One of the long-term objectives of the evaluation of the Education for Parenthood Program was to document and evaluate the impact of the program on the organizational structure of the various National Voluntary Organizations. The Administration for Children, Youth and Families worked with the evaluators to identify a variety of areas for consideration. These areas and the respective evaluation questions are presented along with the results of the evaluation. Information was gained primarily through structured interviews with the National Directors.

Maintenance of the Original Education for Parenthood Programs

One of the first questions raised by the Administration for Children, Youth and Families was to what extent each of the National Voluntary Organizations would continue their involvement with the Education for Parenthood Project after termination of ACYF funding. This evaluation question was specifically formulated: "Of those Education for Parenthood Programs which were operational between July 1, 1973 and June 30, 1976, how many are still functioning as of February 1, 1978?"

In response to this question, each of the National Directors of the Education for Parenthood Project, or a spokesperson provided the information summarized below:

Number of EfP Programs Still Operational

BSA - 6 of 39 programs

BCA - 19 of 33 programs

4-H - 3 of 4 sites (4-H had a total of 139 programs operational over the three years of the Education for Parenthood Demonstration Program. Data are not available on the exact number of 4-H programs which were still operational as of February 1, 1978.)

GSUSA - 11 of 12 sites (GSUSA had a total of 91 programs operational during the three years of the Education for Parenthood Demonstration Program. Data are not available on the exact number of programs which were still operational as of February 1, 1978.)

NFS - 3 of 5 sites (The NFS had a total of 38 programs operational over the three years of the Education for Parenthood Demonstration Program. Data are not available on the exact number of those programs which were still operational as of February 1, 1978.)

SA - 7 of 11 sites (The Salvation Army had a total of 44 programs operational during the three years of the Education for Parenthood Demonstration Program. Data are not available on the specific number of those programs which were still operational as of February 1, 1978.)

SCF - 3 of 5 programs

Each National Voluntary Organization appears to have continued its commitment to Education for Parenthood as reflected in the number of original Education for Parenthood sites and/or programs which have been continued. However, the lack of complete information makes such a conclusion tentative at best.

One reason for the lack of specific information about program continuation lies in the complexity of the program delivery systems and in the lack of fully developed monitoring capabilities. Thus, for organizations with a single site and only a limited number of programs operational at each site (e.g. BSA, BCA, SCF), information was more readily accessible. When there were numerous sites and/or multiple programs at each site as was true for 4-H, GSUSA, NFS and the Salvation Army, specific information was often unavailable.

Program monitoring was generally left up to the local site director or executive director of the facility which was involved in the Education for Parenthood Program. The Salvation Army was the only NVO which established a full-time national staff person responsible for the continuation of the Education for Parenthood Program. Each of the National Voluntary Organizations, however, has designated a person who is, at least, partially responsible for the Education for Parenthood continuation. It can be concluded that most of the National Voluntary Organizations have continued the original EfP Program; however, the level of commitment varies greatly from NVO to NVO. Further information is provided below.

Why Did Many of the EfP Programs Discontinue?

Every National Voluntary Organization experienced some site/program attrition during the course of the Education for Parenthood Program and during the years following the termination of the three-year project funds. Each of the National Directors was asked to provide as much

information as possible as to why these programs are no longer in operation. Following is a list of the most important reasons mentioned.

1. The local communities did not consider the program a priority.

2. General lack of funding.

3. Lack of sufficient administrative interest or motivation to continue the project.

4. Changes in the interests of administrators. These administrators felt that EfP was important, but not as important as other programs.

5. Discontinuation of an entire club or location on the part of the National Voluntary Organization; consequently, a natural attrition occurred as a result of this action.

6. Lack of competent leadership to maintain the Education for Parenthood Program.

7. Loss of a key administrator who was responsible for the program and inability to locate a similar replacement.

8. Inability to commit the resources necessary to adequately develop the project.

9. Failure to involve volunteers to the extent necessary to ensure the continuation of the program.

10. The fact that the Education for Parenthood Program was an "atypical" program for a given National Voluntary Organization. The primary problem was the integration of an atypical program into the regular traditional service delivery system.

11. Lack of adequate leadership training for the persons responsible for the development, implementation and maintenance of the Education for Parenthood Program.

12. Lack of continuity between program years due to the loss of staff and the continual need to find and train new individuals to fill positions.

13. The employment of persons who were not regular National Voluntary Organization staff. When the program ended and funding was not available to pick up their salaries, the program was immediately dropped.

In addition to these problems, many of the National Directors reported that three years of funding is inadequate for a project of such importance. Many of these organizations operate on five, ten or twenty year forward planning guidelines. Changing and adopting new directions is a slow process in such large organizations. The three year funding cycle is generally not long enough or programmed carefully enough, to allow for these organizations to make the necessary attitudinal and programatic changes to ensure program continuation.

With regard to the three-year funding cycle, a pattern was observed repeatedly. The first year was one of intense activity. NVO staff worked hard to develop new EfP materials, modify old ones, develop curricula and hire personnel. The second year was devoted to program implementation and evaluation. Many of the NVO's modified original plans and moved in new directions. There were many sites and programs and lots of youth involved. The third year focused on program maintenance and saw a relaxation of interest. Many project site directors grew uncertain about the fate of their positions after termination of the federal dollars and so looked elsewhere for employment. Generally, programs made no great or innovative strides during the third year.

Although both the federal project officers and NVO directors were interested in EfP continuing beyond the third year, little effort went into planning for such continuation. At the end of the three years, NVO directors were re-located within the organization or went elsewhere. EfP did continue, but at a much lower level than many indicated they would have liked.

To remedy this situation in the future, it is suggested that federal support be gradually withdrawn over a five-year period. The first three years could have approximately equal levels of financial support. The fourth year would be one-half to three-fifths of the third year, and the fifth year funded at about one-third of the third year rate. Additionally, as much effort should go into dissemination and utilization planning at the beginning of the project period, by both the federal officers and the grantees, as to program and evaluation development.

Another suggestion is that a national level commitment as to the goals and objectives of the proposed project be obtained in writing. In addition, an "up front" commitment to the long-term dissemination and utilization of the products of the project should be established and carefully monitored.

To What Degree and To What Extent Do the NVO's Engage in Dissemination of the Education for Parenthood Program?

Each of the National Voluntary Organizations has worked with Behavior Associates in the dissemination of information regarding their respective Education for Parenthood Program. This dissemination has occurred at national and regional Education for Parenthood conferences during the past two years. Each of the individual National Voluntary Organizations' program dissemination efforts are briefly described below:

Boy Scouts of America

As of February 1, 1978, a total of 35 new Exploring Childhood Posts have been established. When these Posts are added to the six existing Exploring Child Care Posts at the Bergen Council, a total of 41 Posts are

presently operational. One individual estimated that 487 youth have been involved in a variety of these Exploring Child Care Post activities. The Boy Scouts of America has appointed an individual whose responsibilities include dissemination of information about EfP. His estimate is that the above figure is extremely conservative and he recommends multiplying it by four. Therefore, another estimate is that there are a total number of 124 Posts and approximately 2,000 youth have been involved in Exploring Childhood Posts.

Minor emphasis is being placed upon the dissemination of information about EfP at this time. The person designated as responsible for the dissemination of Education for Parenthood Programs is also concerned with two other major BSA programs. EfP is third in priority with regard to his level of involvement. Therefore, it can be concluded that the BSA is presently minimally involved in the dissemination of Education for Parenthood Programs within the Boy Scouts of America. According to the Project Director, however, there is the feeling that EfP may become a higher priority within BSA if greater interest for such programs is shown from the grassroots level. When asked if the grassroots level is being stimulated to look into EfP, the answer was "partially!"

The BSA reported that it is continuing with the dissemination of EfP materials developed under the grant; however, the information which was to have been sent to the evaluators regarding this dissemination activity has yet to arrive.

Boys' Clubs of America

The current BCA's national representative for EfP was not aware of the extent to which BCA's Education for Parenthood Program had been disseminated throughout its structure. Since he was not sure, we have no way of determining the total number of participants nor there specific locations around the country. With regard to future plans for dissemination of information about EfP Programs, the BCA listed five areas:

a) Articles in the BCA's Keynote magazine.

b) An article in the How To Do It magazine.

c) Presentation at the National BCA Conferences.

d) Specific Education for Parenthood Conferences.

e) Promotion in and through the BCA's honor award for excellence program; HAK/EfP is one of the areas that an award is given at the National Conference.

BCA has no official documentation as to national policy statements which have been made with regard to the continuance of the Education for Parenthood Program. Since the National Board sanctioned the Boys' Clubs of America to enter into this particular area, and since they have not decided to drop it from their programming, the National EfP Director

indicated that BCA does take a positive stand toward the continuation of the EfP Program. Although there is little objective data available about the exact number of new HAK/EfP programs, it does appear subjectively that there is a wider involvement in EfP than the data would indicate.

4-H Clubs of America

The 4-H Clubs of America, through its National Project Director for Education for Parenthood, reported that the program dissemination efforts have revolved around the circulation of the original Education for Parenthood materials to all 50 states. She stated that it is difficult to determine how many new EfP programs resulted from each of these contacts.

As far as the National 4-H Education for Parenthood Program Director is concerned, efforts have been made by some local site directors to actually develop new Education for Parenthood Programs. However, the National Office is unable to precisely document the number and nature of each of these new EfP spin-off programs.

With regard to the plans for the 4-H Clubs of America to continue the dissemination of EfP programs, the National Director reported that each particular site has the responsibility for dissemination within their own state. This is the way 4-H traditionally operates. With the possible exception of Maryland, which has made little effort towards the dissemination of this program, EfP program dissemination will continue to occur in the three state sites of Texas, Minnesota and California.

In terms of specific national policy, the National 4-H Council in Chicago lists the objectives and goals of 4-H as dealing with family life education, personal development, babysitting, home nursing, human relationships and behavioral sciences. The National Project Director sees these goals and objectives as specifically related to their Education for Parenthood Program and foresees greater involvement in this area in the future.

As with the BCA, and to a lesser extent, the BSA, the National 4-H Clubs of America have taken a non-aggressive stance with regard to the dissemination of EfP concepts, programs and materials. EfP activities do occur, but are directed by the state 4-H. The National Director has many other responsibilities and consequently, the national dissemination of EfP is occurring at a slow to moderate rate.

Girl Scouts of the U.S.A.

The Girl Scouts reported that they do not have the capacity to track components of the Girl Scouts program in each of their 349 Councils. (The only NVO that outright admitted that they could not track these programs.)

At the National level, therefore, the Girl Scouts of the U.S.A. are aware that EfP program dissemination has occurred but do not know to what extent.

In terms of future directions for the GSUSA, Education for Parenthood has been identified as one of a number of priorities to be included in the new basic Girl Scout materials for girls, ages 12 to 17, currently under development. The most successful Education for Parenthood program ideas will be included in the Handbook, the recognition system, and in supplemental materials. The National person responsible for Education for Parenthood reported evidence of this priority by the January, 1978, dissemination of Girl Greatness, which is a set of audiovisual resource materials conceptualized as part of the Education for Parenthood grant.

Additional steps are being taken to facilitate the development of EfP Programs, as reflected in their new materials, by bringing EfP into the mainstream of GSUSA activities. Articles in GSUSA publications will continue, along with information in Council newsletters and reports. The development of special EfP interest groups has already begun as well as a clearinghouse for EfP requests.

Although there are no written policy statements with regard to EfP program development, the National person responsible for EfP emphasized her own and her staff's commitment to EfP program development. However, she pointed out that the title, Education for Parenthood, will seldom be used and that many of the concepts will be integrated into the existing GSUSA programs.

The GSUSA presented themselves as very pro-EfP. There appears to be a national level commitment to the concept of parenthood preparation which is being translated into new national materials. All evidence supports the conclusion that the effort and products of the EfP Demonstration Program have not been dropped but re-directed.

National Federation of Settlements and Neighborhood Centers

The National Director of the NFS reports that he is aware of no new EfP programs. Because of the nature of the structure of the NFS and its relationship to the organizations with which it works, this is not unexpected. The NFS tends to be a supportive financial and technical assistance organization to its various community agencies. As such, it has very little power or control over what occurs in the field. The Director pointed out that there may be many new spin-off programs; however, he does not have the staff or resources to accurately determine this.

The future plans of NFS for PTP/EfP program dissemination are primarily related to workshops at NFS conferences detailing how to establish an EfP Program, distribution of the NFS's EfP guide, and distribution of booklets and flyers related to EfP.

At the national level, the National Director of NFS sets the stage for the direction of the programs. As such, there is a "memo" from him to the field describing the PTP/EfP program. It appears that primarily for logistical and financial reasons, NFS is not heavily involved in the dissemination of existing or development of new PTP/EfP programs at this time.

The Salvation Army

The Salvation Army reported that between June 30, 1976 and February 1, 1978, a minimum of 25 new Education for Parenthood Programs had been initiated at various locations around the country. The National EfP Project Director indicated that it would be virtually impossible to accurately identify all of the programs which have directly or indirectly developed from the Education for Parenthood Project. The primary reason for this is the lack of staff to track and follow-up on dissemination efforts.

In spite of the above cautionary note, the SA does have a good conceptualization of the 25 program spin-offs. Following is a brief description of each of these.

- .A program with SA and New Jersey State Corrections Systems.
- .Jamestown, N.Y., parent education for parents of infants on SA Cradle Roll.
- .Numerous programs in Central and Eastern Territories - family life training for parents of children in day care centers.
- .Joint effort with N.Y.S. extension program of child care and concurrent sessions with high risk mothers - Wellsvile, N.Y.
- .EfP (SA) materials are used as a basis for teaching new mothers and pregnant teens in a parenting center in a neighborhood of Philadelphia.
- .Weekend seminars are being conducted for teenagers in foster care.
- .An Indianapolis program used the camp Counselor-In-Training program (Learning About Families) to train their staff.
- .EfP materials are used for orientation for summer day camp workers and for Corps Community Center directors.
- .Corps-wide programs generally run by Home League use the Family Life Program.
- .In Detroit a home for abused children and their parents utilizes various EfP materials.

.Kingston, N.Y. - SA day care center only licensed one in county. The Director is using EfP to train 114 home day care providers.

.In the West, each Division agreed to test the Home League Program in at least two local Corps.

.In the South, the Home League Program has used materials to bring in community resource leaders.

.Maternity homes other than in demonstration use the EfP materials.

.Sweden - A committee in Corps to study family unity and what can be done to strengthen Corps family relations.

.Ontario - Family Service Director uses EfP with social work bureaus.

.St. Helena - EfP material is used to help instruct young people on boy/girl relationships.

.England - Officer for community homes uses teaching material for staff and residents. SFOT - Use in pastoral care and counseling classes.

.Toronto - EfP is used for a children's village that cares for retarded adolescents.

.Winnipeg - A young mothers' program was established based upon EfP.

.Australia - Queensland and Stanmore, N.S.W. - unmarried mothers' home and a girls' school also use EfP.

.Syracuse, N.Y. - EfP is used as a basis for work with parents in a prevention program - kids are referred to the program as last step before court removal from home.

.Using behavior modification a leadership training course is being conducted to build healthy families. It brings together five leaders from each of the 11 Divisions in this Territory.

.Child Abuse and Neglect Program developed for Home League used throughout East - some in other Territories. Meant to sensitize to potential problems and to learn how to help or where to go for help.

.Five mothers' workshops in the Greater New York area, 8-12 people in each.

According to the National Project Director, the Salvation Army has established the Education for Parenthood Project as a needed and vital component of their various Salvation Army programs. As of February 1, 1978, the Salvation Army has actively disseminated curriculum materials which were developed under the Education for Parenthood Program. As with

most other National Voluntary Organizations, the Salvation Army has a policy of being responsive to the needs and interests of its field personnel. As a direct result of numerous inquiries and expressed interest in the Education for Parenthood Project, the Salvation Army adopted a stance of continuing to disseminate Education for Parenthood materials in the future. There are no specific policy statements or specific recommendations which have been generated at a high level within the Salvation Army with regard to the Education for Parenthood Program. There is, however, a definite trend toward facilitating the dissemination of EfP materials and programs in the future.

Save the Children Federation

The Regional Director of the Appalachian Program reports that since the termination of the EfP project, two new programs have been developed.

The SCF is planning to introduce the program to 12 new community groups in the hope that they will adopt it. They will provide training for leaders in communities interested in starting programs. In addition, they will provide some funds.

At present, there is no policy with regard to the continuation of EfP programs in the future; however, SCF is very interested in EfP and would like to have EfP programs in all the areas where they are working. The only reason they have not done so is because some communities do not consider this program to be a high priority.

The SCF was the only NVO funded by ACYF which did not have a "national" tie-in. The program operated out of Appalachia and had one program in New Mexico. The SCF operates in communities and tends to respond to their specific needs. It tries not to push programs so much as it tries to be responsive to local community needs.

As a small, low budget organization, the SCF does not have the financial or manpower resources to promote the continuation of EfP, even if such promotion would fit into their philosophy.

FOLLOW-UP

"I got more than I expected to get. I didn't know that marriage was that complicated or that being a parent was that complicated. You got to where you were thinking from the parents' point of view and you understood it."

EfP Teenage Participant

FOLLOW-UP

In the fifth year of the evaluation of the Education for Parenthood Demonstration Project, Behavior Associates conducted a follow-up of the EfP participants. Depending upon when the individual participated in the EfP Project, i.e. the second or third year, the follow-up took place either two or three years later.

Over 1,000 former EfP participants were sent The Parenthood Questionnaire (See Appendix F). The Parenthood Questionnaire assesses attitudes, knowledge and skills in a number of areas important to parenthood. These include:

- .Opinions about marriage and having children
- .Feelings about parenthood
- .Feelings about oneself
- .Opinions about children
- .Understanding of children
- .Child care skills
- .Prenatal development
- .Family life situations
- .Knowledge and opinions about sex

Follow-Up Study Results

Demographic Description of the EfP Respondents

.Of the 423 Parenthood Questionnaires returned, 21% were from males and 79% were from females.

.Currently 8% were married, 2% separated or divorced, and 3% cohabitating. A total of 11% had one or more children.

.The average age of the respondents was 18 years. Twenty-one percent were between 13 and 16, 68% were between 17 and 20, 10% were 21 or 22, and 1% were older than 22.

.Thirty percent were presently enrolled in a college or university.

.With regard to ethnic/cultural characteristics, 67% were Caucasian, 10% were Mexican-American, 27% were Black and 1% represented other ethnic/cultural backgrounds.

Opinions About Marriage and Having Children

Marriage was a desired goal for the great majority of EfP participants. Only 4% of the entire sample indicated that they did not intend to marry. Other findings regarding marriage and children were:

.Twice as many EfP males (6%) as females (3%) did not plan to marry.

.The average age the participants desired to marry was 23.7 years with males wanting to marry at slightly older ages than females (23 years versus 25 years).

.Most respondents (94%) planned to have children some day. Males were slightly more likely to want children than were females; 96% versus 94%.

.The average number of children desired was three. Both EfP males and females agreed on this number.

Although EfP males and females indicated that they were pro-marriage, only 18% believed it was necessary to marry in order to live a happy life. Additionally:

.Males felt much more strongly that marriage was necessary for a happy life (27%) than did females (15%).

.Interestingly, only 29% of the EfP resondents felt that having children is essential to a happy life with males far more likely to believe that having children is essential to a happy life (44%) than females (24%).

Is there an ideal age for marriage? The general trend (70%) was to want to marry in the 21-25 year age range. However, once again, EfP males stand out. While most of them also tended to view the ideal age to marry as being between 21-25 years (55%), a full 35% said 26-30 years was a desirable age. This was 18 percentage points higher than EfP females.

How do the respondents feel about the ideal age to have a first child, and what are their opinions about spacing the births of children?

.The majority (55%) of the EfP group stated that the ideal age for a person to have his/her first child was between 21-25 years of age.

How soon after marrying should one have a child?

.The respondents indicated that two or three years after marriage were their first and second choices, respectively, for the birth of their first child.

.About 20% of the males said that they wanted to have a child within one year. Only 4% of the females agreed. Within two years after marriage, 67% of the males desired to have a child while only 37% of the females wanted a child by this time. Sixty-two percent of the females believe that the ideal time to have a child is three or more years after marriage.

The traditional family model is that the father works and the mother stays home and cares for the children. The respondents were asked if they agreed or disagreed with this model.

.The majority disagreed with the model, with only approximately 40% indicating agreement.

.More males than females held traditional family role beliefs. A total of 60% of the males agreed with the traditional model, while only 34% of the females agreed with it.

Last, did the respondents know when most divorces occur?

.Overall, 81% indicated correctly that the highest rate of divorce is for persons under 20 years of age.

Feelings About Parenthood

This section of the questionnaire measures awareness of and attitudes toward the responsibilities of parenthood.

The percent of Strongly Agree or Agree responses of the total EfP Follow-Up Group to this section can be found in Table 35. Some items bear further discussion:

.Males are less likely than females to think that a teenager can be a good parent.

.Eighty-one percent of the females "agree" or "strongly agree" that having children affects one's lifestyle. Only 73% of the males felt this was so.

.Females tended to view the job of parenting as being more difficult than did males.

.Approximately 20% of both males and females "disagree" or "disagree strongly" that parents need parent education to help them be better parents.

.Can a single parent be as effective as a couple in bringing up children? A majority of males and females did not think so or were unsure. Only about 25% agreed that a single parent is as effective as two parents.

.There appears to be little disagreement between males and females with regard to the statement that, "Children under two years of age should be cared for in their own homes by their own parents." Most respondents, women slightly more than men, "agreed" or "strongly agreed" with this statement.

.Females tended to have very strong feelings about the father sharing in the responsibility of raising children. Almost 90% of the females"strongly agreed"that the father should share equally in this responsibility. Only 74% of the males "strongly agreed" with this position.

.Although very much in agreement with the view that one should carefully consider the financial responsibilities of having children before actually having them the males were not as supportive of this concept as were the females.

TABLE 35. STRONGLY AGREE OR AGREE RESPONSES BY THE EDUCATION FOR PARENTHOOD FOLLOW-UP GROUP TO THE "MY FEELINGS ABOUT PARENTHOOD" SCALE

ITEM	% OF STRONGLY AGREE OR AGREE RESPONSES
A teenager can usually be a very good parent.	14
Having children greatly changes a person's life-style.	79
The job of being a parent is an extremely difficult one.	61
Parents need education or training to help them be better parents.	55
The family has a stronger influence on a child's development than does any other single factor.	78
A single parent can usually do as good a job of bringing up a child as two parents can.	28
If at all possible, children under two years of age should be cared for in their own homes by their own parents.	86
Fathers and mothers should share equally in the responsibility of raising their children.	95
The financial responsibilities of parenthood should be considered carefully before having children.	91
One of the most important roles a parent plays in a child's life is that of being the child's first teacher.	92

Feelings About Myself

This scale measures an individual's feelings about himself or herself. The scale items are particularly relevant to parenthood. Strongly Agree or Agree responses for the EfP Follow-Up Group can be found in Table 36. Some important male-female trends are reported below:

.In general, both males and females had positive or very positive attitudes or feelings about themselves.

.Males tended to be slightly more positive than females with regard to:
- .self confidence
- .handling emergencies
- .making decisions
- .being a good parent
- .making friends
- .handling stress
- .handling anger

.Females were slightly more positive than males toward the following:
- .trusting others
- .having a hopeful outlook on life
- .perceiving children as liking them

.Three areas stood out for both males and females as being more problematic than others:
- .handling stress
- .making decisions
- .trusting others

TABLE 36. STRONGLY AGREE OR AGREE RESPONSES BY THE EDUCATION FOR PARENTHOOD FOLLOW-UP GROUP TO THE "MY FEELINGS ABOUT MYSELF" SCALE.

ITEM	% OF STRONGLY AGREE OR AGREE RESPONSES
I am a self-confident person.	71
When an emergency comes up, I can handle it.	74
I can make decisions without difficulty.	57
I think I will be (am) a good parent.	87
Most children seem to like me.	89
I find it easy to make friends.	79
I can handle stress well.	59
I have a hopeful outlook on life.	85
I can handle anger well	60
I trust other people.	67
I find it easy to express affection.	72

Opinions About Children

This scale measures a person's feelings about children and about careers involving children. Table 37 presents the Strongly Agree or Agree responses of the EfP Follow-Up Group for each item.

Interesting and potentially important trends were:

- .On all items of this scale, females showed a more positive attitude toward children and careers involving children than did males.
- .Females were especially positive toward babies and young children.
- .Almost twice as many females as males were interested in careers involving children.

TABLE 37. STRONGLY AGREE OR AGREE RESPONSES BY THE EDUCATION FOR PARENTHOOD FOLLOW-UP GROUP TO THE "MY FEELINGS ABOUT CHILDREN" SCALE.

ITEM	% OF STRONGLY AGREE OR AGREE RESPONSES
I like babies and young children.	90
I am very interested in a career which involves working with children.	56
I enjoy taking care of babies and young children.	76
I enjoy teaching a young child to do something.	88
I enjoy working with handicapped children.	56

Child Care Skills

This scale enables a person to assess his/her own child care skills. It includes five points ranging from Not Capable At All to Extremely Capable . The highest possible number of points is 70. The average score for the EfP Follow-Up Group was 57.33 with females rating themselves as somewhat more capable than males, i.e., 57.85 versus 55.14. Table 38 shows the percent of Extremely Capable or Capable responses by the EfP Follow-Up Group.

Females believed themselves to be more capable than males on all child care skills, except protecting children from danger. Overall, males and females generally regarded themselves as being quite capable in a number of child care areas. Some of the areas in which they felt capable or extremely capable were:

.Planning interesting games and activities

.Teaching children

.Proper feeding of children

.Coping with children's fears

.Protecting children from danger

.Expressing love and affection

.Understanding why children behave the way they do

Some of the areas in which they felt somewhat less capable were:

.Toilet training

.Handling temper tantrums

.Getting children to behave appropriately

.Doing the right thing when a child is injured

.Handling a situation when a child says "I hate you"

TABLE 38. EXTREMELY CAPABLE OR CAPABLE RESPONSES BY THE EDUCATION FOR PARENTHOOD FOLLOW-UP GROUP TO THE "MY CHILD CARE SKILLS" SCALE.

ITEM	% EXTREMELY CAPABLE OR CAPABLE RESPONSES
Giving a baby a bath.	73
Planning interesting games and activities for children.	80
Handling the situation when a child has a temper tantrum.	69
Teaching children those things they are able to learn.	90
Doing the right things when a child becomes ill or is injured.	69
Selecting the right kinds of food to feed babies and children.	73
Toilet training children.	43
Handling the situation when a child says, "I hate you."	67
Handling the situation when a child is afraid of something.	87
Protecting children from danger.	92
Getting children to behave appropriately.	76
Encouraging children's language development.	84
Expressing love and affection to children.	95
Handling the situation when children fight.	83

Understanding of Children

This scale measures an individual's knowledge about child development, childrearing, child abuse and health care. The maximum score is 24 and the higher the score the better the knowledge. The EfP Follow-Up Group received a score of 17.26 with females scoring higher (17.80) than males (15.33). Several interesting male-female differences were found:

.Although both groups generally disagree that physical punishment is necessary to get children to behave, 9% more females than males indicated that physical punishment is necessary in order to get children to behave.

.Approximately 50% of all males and females were unaware that stubbornness and negativism are normal for a two year old.

.A total of 30% of the males versus 12% of the females believed that parents should worry if their one year old did not play with other children.

.More females (78%) than males (49%) agreed that children should be allowed to express anger.

.Males were more likely than females to believe that babies and very young children should show consideration for their parents' feelings.

.Males were less aware than females (68% and 87%, repectively) that infants must be touched and held in order to develop normally.

.Almost 50% of all males and females think that children should be toilet trained by 18 months.

.Although most agreed that the first three years of life are crucial to the development of intelligence, about 25% of the males disagreed or were unsure that the first three years are important.

.Should children participate in family decision making? While 83% of the females agreed with the involvement of children in family decision making, males took a more authoritarian view. Only 67% of the males believed in this concept.

.Both males and females very strongly believed that children should share in work and responsibilities around the house.

.Five times as many males than females thought that fat is a sign of health in babies. About 20% of the males versus 4% of the females agreed with this idea.

Before Birth

The Before Birth scale measures knowledge about prenatal development and the influence of maternal factors upon infant health and development. The highest possible score is 11. The EfP Follow-Up Group received a score of 7.56. Once again females scored higher than males, 7.94 versus 6.10, respectively. Highlights of responses on this scale follow:

- .EfP females are far more knowledgeable about prenatal development and influences than males.

- .Less than one-third of the males knew that the first three months of pregnancy are critical for the unborn baby and that the baby can be severely harmed by drugs during this period.

- .While a majority of males knew that the unborn child can be injured by German measles and alcohol, few males (39%) were aware that birth defects occur more frequently when a woman is 17 years of age or younger. Only 45% of the females knew this fact.

- .While 48% of the EfP males thought that almost all pregnant women in the U.S. receive excellent prenatal care, the females were skeptical. Only 26% of the females believed this to be the case.

Family Life Situations

This scale measures level of knowledge about methods of childrearing and discipline. Vignettes were created to present the concepts within the context of day-to-day situations likely to be encountered with different aged children.

The highest possible score on this scale is 9. The EfP group scored 5.24 with females scoring higher (5.51) than males (4.18). Each vignette has one best answer, and while there may be a close second best answer, the generally agreed upon best answer is the correct one.

The EfP group had the greatest difficulty in deciding whether it is appropriate to give attention to a baby whenever the baby wants it or if the parent should decide when to give attention. While 5% indicated they would "stop what they are doing and give a baby attention when he/she wants it," 44% said they would "try to give it [attention] to him so that he feels that he has some influence on what happens to him". Another 46% said that "the parent should always decide when to give the baby attention otherwise the baby will begin to think he's the boss".

Another area which elicited diverse responses was how to handle a situation when an 18 month old won't get in his high chair and eat. Forty-four percent said that they would "give him a little talk about how important it is for him to obey," while 26% said they would "just pick him up and put him in his high chair". Another 16% would "tell him he's a bad boy and then ask him again to come get in his chair". Only 13% would spank him.

Many persons (56%) would simply disregard a situation when a child says "I hate you". Twenty-seven percent indicated that they would communicate to him that he doesn't mean it and that he really loves them.

A majority of respondents (59%) believed that the best way to handle a tantrum is to ignore it; however, 24% would pick up the child, cuddle her and hold her close until she calms down. Females are more likely than males to ignore a tantrum.

Some disagreement existed as to the best way to toilet train a 17 month old child. A majority said that 17 months was too early to toilet train; however, males were less likely to take this view than females and 11% thought that toilet training should have started at one year. Eighteen percent would try to "shame" the child into it. Males were more likely to use shame than females.

Knowledge and Opinions About Sex

This section of The Parenthood Questionnaire is subdivided into two parts; the first measures knowledge about human sexuality while the second elicits opinions regarding various human sexuality issues. There are no right or wrong answers to the second part.

On the knowledge sub-part the maximum score is 11. The EfP group had an average score of 7.72. On the average, males scored lower than females; i.e., 6.68 compared to 7.91. Specific findings regarding knowledge of human sexuality included:

- .With regard to effective birth control methods, 20% of the EfP Follow-Up Group could identify one method; 44% could identify two; 33% could identify three, and 3% could identify none.

- .A large percentage of both males and females (59% to 72%) disagreed that it is abnormal for children and teens to masturbate. Interestingly, 16% of males versus 9% of females agreed that it is abnormal and a greater percentage of males than females were unsure if masturbation is normal or abnormal.

- .Although males and females realized that it is quite normal for teenagers to think aboust sex a lot, males felt it is less normal or were more unsure about it than females.

- .Most teens realized that V.D. cannot always be easily detected; however, males were slighlty (by 8% points) less knowledgeable about it than females. Also, most of the EfP teens were quite aware that V.D. can cause the birth of a blind or stillborn child

- .Approximately 63% of the males and females were aware that before leaving high school, one out of ten girls will be pregnant.

- .More males than females believed that a girl cannot become pregnant until at least a year after her first period.

- .Only 55% of the males and 78% of the females knew that conception occurs around the time of ovulation.

- .Males exceeded females in their awareness of how to prevent V.D. Sixty-four percent of the males versus 55% of the females knew that V.D. can be prevented by the use of a condom.

A summary of the EfP Follow-Up Group's opinions about human sexuality can be found in Table 39. Interesting male-female responses to this opinion sub-part follows:

.Whose fault is it if a girl gets pregnant? Only 9% of the females and 15% of the males agreed that getting pregnant is the girl's fault. Sixty-two percent of the females and 49% of the males strongly disagreed.

.Is is wrong for unmarried people to use birth control because it encourages sex? "No" said most males and females with only 13 to 15% of the total sample agreeing that is is wrong.

.Should abortion be legal for any female who wants it? More than any other question, this one produced a strongly divided response. Overall, 40% disagreed and 36% agreed that abortion should be legal. Females were slightly more in favor of abortion than males, but by only nine percentage points. Exactly 38% of the females disagreed and 38% agreed with the item, while 24% were unsure.

.Should the female have responsibility for birth control? In response to this statement, 53% of the females and 45% of the males disagreed or strongly disagreed.

.Do schools do a good job of providing sex education? Males and females generally agreed that schools do not do a good job of providing sex education. Only 26% said that they thought the schools did a good job.

.How about parents, do they do a good job of providing sex education for their children? Parents faired worse than schools, with only 12% saying that they thought parents did a good job.

.Is it OK for a boy to tell a girl he loves her in order to have sex? Ninety-eight percent of the females and 78% of the males indicated that this was not OK.

.Should a pregnant girl who doesn't want the child have an abortion? Overall, 50% disagreed, 21% agreed, and 29% were unsure.

.What is the minimum age for sexual intercourse? While approximately 69% of both the males and females think that somewhere between 17 and 20 is a good time, more males (19%) said 13-16 years of age than did females (5%). Twenty-six percent of the females said over 20 years of age was the best time.

TABLE 39. STRONGLY DISAGREE OR DISAGREE RESPONSES BY THE EDUCATION FOR PARENTHOOD FOLLOW-UP GROUP TO OPINION ITEMS OF THE "MY KNOWLEDGE AND OPINIONS ABOUT SEX" SCALE.

ITEM	% STRONGLY DISAGREE OR DISAGREE RESPONSES
If a teenage girl becomes pregnant, it's her fault, not the boy's because she should have protected herself.	73
It is wrong for unmarried teens to use birth control methods because it encourages them to have sex.	73
Abortion should be legal for any female who wishes one.	40
The female should have the responsibility for birth control.	52
Schools do a good job of providing sex education to young people.	50
Parents do a good job of providing sex education to young people.	62
It's OK for a boy to tell a girl he loves her so that he can have sex with her.	93
If a girl gets pregnant, she should have an abortion if she doesn't want the child.	50

CONCLUSIONS AND RECOMMENDATIONS

"Too many kids who become parents don't know what they are doing, and that's why there are so many messed-up kids."

EfP Teenage Participant

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the five-year long comprehensive evaluation study, a number of firm conclusions can be drawn about the Education for Parenthood program. These are presented below along with a brief explanation. Following the conclusions are a series of recommendations which derive from the evaluation findings as well as from the personal impressions accumulated by the evaluators over the course of the project. The conclusions serve to summarize the EfP project, while the recommendations are made with the hope of enhancing the effectiveness of future programs of a similar nature.

Conclusion Number One

The National Voluntary Organizations were capable of planning, developing and implementing a variety of Education for Parenthood programs, and they did so with varying degrees of enthusiasm and success.

One of the ACYF's initial concerns was whether or not the National Voluntary Organizations were appropriate agencies for this type of project. In other words, did the National Voluntary Organizations have the organizational resources and personnel necessary for utilizing federal funds to effectively plan, develop and implement parenthood education programs on a nationwide basis? The evaluation study provided a qualified "yes" to this question. All of the National Voluntary Organizations did implement EfP programs but some did so better than others. Some were particularly skillful in one area like service delivery, whereas others were more successful in other areas like materials dissemination.

Conclusion Number Two

EfP resulted in statistically significant positive changes in the parenting knowledge, attitudes and self-reported behavioral skills of the teenage participants.

A critical concern was the impact the EfP programs had on those who participated in them. The major purposes of the Education for Parenthood program were to provide teenagers with the opportunities to develop more positive attitudes about children and parenting, to improve their self-awareness and self-understanding and to increase their knowledge and skills along the following dimensions:

.The course of child development

.The social, medical and emotional needs of children

.The family's role in child development and socialization

.The important factors in prenatal and early postnatal care

.Child care career possibilities and requirements

The evaluation revealed that EfP did produce positive changes in the teen participants. However, while the changes produced by the EfP program were positive, they were small in magnitude. A possible reason for this finding is that "preparation for parenthood" was a loosely defined concept and consequently the National Voluntary Organizations interpreted its meaning in different ways. The result was a rich and varied array of parenting concepts, training approaches, and parenting materials; however, this diversity of programs may help to explain the small size of the obtained changes. It is plausible that substantial changes in the areas measured produced by some programs were offset by minimal changes in participants in other programs which had a different focus. In addition, the evaluation instruments could not be individually tailored to the specific programs, but instead were used uniformly for all programs. The instruments tapped only a sample of the participants' attitudes, knowledge and skills. The important point is that the evaluation did demonstrate that EfP has the potential to positively influence program participants. With certain changes both in the program and the assessment procedures, it can reasonably be assumed that changes of a greater magnitude could result.

Conclusion Number Three

The EfP program resulted in positive changes in the teenage participants' self assessment of their child care skills.

One of the most striking findings of the evaluation was the consistently positive program impact of the participants' self ratings of their child care skills.

Conclusion Number Four

The critical component of the most successful education for parenthood programs seemed to be the personal qualities of its leader.

The most successful programs had in common a leader who was skillful in relating to and communicating with teenagers. He/she was sensitive to the participants' needs and feelings and was able to assist them in the learning process regardless of the specific content of the program. Those leaders had highly developed interpersonal skills.

Conclusion Number Five

The teenage participants in EfP were very positive about the program. They felt it was interesting, informative, relevant and equal to or greater than their expectations.

Perhaps of even greater concern than the extent of the impact of EfP on the participants is the consumer's evaluation of the program. Even a well developed, effective program is of little value if its appeal is limited. EfP participants found their programs so appealing that an overwhelming percentage (97%) of them wanted the program made readily available to other teens.

Conclusion Number Six

The National Voluntary Organizations were able to reach and motivate large numbers of teenagers to voluntarily participate in their parenthood preparation programs.

The fact that large numbers of teenagers were willing to, and did, participate in the parent education programs is indicative of the NVO's suitableness as a service delivery system for this type of program. That the NVO's were able to attract teenagers to their programs was quite an accomplishment when one takes into consideration that parent education constituted a new and different area of program activity for many of them. The way in which many of the NVO's made their programs

appealing to teenagers was by presenting parent education within a broader context. By stressing self-awareness, ways of learning to get along with peers and methods of caring for young children, the NVO's were able to interest teenagers in their programs. These issues were considered relevant to the teens and they eventually led to involvement in other areas more directly related to effective parenting.

Conclusion Number Seven

In general teenagers evidenced very low levels of knowledge and skills necessary for effective parenting.

This conclusion emphasizes the need for continuing and expanding the EfP program. The teenagers' knowledge levels, especially males, were even lower than anticipated. Both males and females, however, would appear to be ill prepared for parenthood without some sort of formal intervention.

Conclusion Number Eight

Teenagers in the EfP program had received little parenting education in their schools or elsewhere. Their limited child care knowledge and skills were obtained primarily from occasional babysitting experiences and high school child development or family life courses.

It is not surprising that the teenagers' parenting knowledge and skill levels were so low when it is realized that they have had little formal or informal parenting-related experiences. This conclusion reiterates the need for a program such as EfP to provide teenagers with the opportunity to develop the attitudes, skills and knowledge necessary to become effective parents.

Conclusion Number Nine

Many of the NVO's disseminated their individual Education for Parenthood programs, although the degree to which they did so varied.

There was considerable variability in the extent to which the NVO's disseminated their programs. Some simply did not have the funds or the personnel to do very much in this area. Others could point to and describe a number of specific programs which were derivations of EfP. Still others felt that their programs had resulted in the development of new programs, but they had no way of accurately documenting their opinions.

Conclusion Number Ten

For most NVO's, the EfP programs were maintained, although not necessarily in their original format, after the termination of federal financial support.

A major concern at the beginning of EfP was what would happen to the programs after the cessation of federal funding. For many of the NVO's what happened was that the concept of parenthood preparation became incorporated into their overall program. In other words, rather than remaining a distinct and separate program, EfP became a component of a total program. In some instances, this institutionalization process represented a major change in program direction and insured the continuation of parenthood training activities.

Conclusion Number Eleven

The personnel involved in EfP at the grass roots level felt that they received the support they needed from their respective national offices.

Since EfP was national in scope, and the NVO's vary in the complexity and coherence of their structures, a concern at the beginning of the project was whether or not those individuals involved in the program at a local level received the support from above that they needed. The evaluation study provided an affirmative response to this issue.

Conclusion Number Twelve

The evaluation workshops conducted at the beginning of the study functioned as an integrative force to bring the NVO's together at the national level.

Through the evaluation workshops, members of the various NVO's had an opportunity to become personally acquainted and to develop an understanding of each other's organizations and programs. The relationships that were built and the collaborative efforts that followed have continued beyond the completion of the EfP project. They represent an important benefit of federal funding beyond that of program development and demonstration.

Conclusion Number Thirteen

Program evaluators can serve to effectively disseminate as well as collect information.

Education for Parenthood: A Program, Curriculum and Evaluation Guide is an example of a useful product of the EfP program which would not have been developed if the evaluators had not given impetus to it. In addition, to the obvious value of the Guide for others who wish to initiate education for parenthood programs or locate specific parenting materials, there were other less apparent benefits. The primary one was its motivating value for the various personnel from the NVO's who participated in its construction. They benfited directly from the shared activity which will in turn benefit others.

Eight suggestions for improving future projects similar in nature to EfP are presented below. These recommendations stem from the evaluation findings as well as from the collective experiences and impressions of the evaluators.

Recommendation Number One

Parent education programs should be maintained as a national goal.

This recommendation derives from the fact that teenagers' knowledge levels of important child care and child development areas were found to be abysmally low. Furthermore, other societal institutions appropriate for the transmission of parenting skills and knowledge (e.g., the family and the schools) are either not fulfilling this function at all or are doing it inadequately. These facts are particularly important in view of the high incidence of teenage pregnancies in the United States.

Recommendation Number Two

The availability of parenting programs should be enhanced so that more teenagers as well as younger children have an opportunity to acquire the attitudes, skills and knowledge necessary for effective parenting.

The teenagers who participated in the EfP program almost unanimously found it to be a valuable experience. They expressed the desire that their peers be able to benefit from the same or a similar program. Additionally, the program personnel and the evaluators felt that EfP should be modified and made available to younger children. Especially in the area of positive parenting attitudes, but also in knowledge and skills, younger children would stand to benefit from a version of EfP.

Recommendation Number Three

Parent education programs for teenagers should consider the uniqueness of the teen population and be presented in the context of their concerns.

The evaluators felt that one of the reasons for the success of the NVO's in attracting large numbers of teens to their programs was their general understanding of teenagers. EfP programs did not offer only parent education but also attended to teens' concerns about themselves and their relationships to their peers. In addition, they provided teenagers with opportunities to learn about and work with young children.

Recommendation Number Four

The goals and objectives of the programs should be operationally defined and program activities carefully directed and monitored toward the achievement of the goals and objectives.

The purpose of this recommendation is to help insure that the program is conducted as funded. Without this type of attention to goals, objectives and program monitoring, programs can all too easily get diverted from their original intent.

Recommendation Number Five

The evaluation component should be activated at the beginning of the project, e.g., the initial program development stage.

If the evaluators were present at the very beginning of the project, they could assist the program staff in the defining of program goals and objectives and thus help clarify and solidify the program. Also, as was the case in the EfP project, evaluation can serve to promote program cohesiveness.

Recommendation Number Six

ACYF should provide clearer, stronger guidelines and a narrower focus to the concept of "preparation for parenthood".

This refinement of focus is necessary in order to increase the effectiveness of the program. It was felt that changes of a greater magnitude in parenting-related knowledge, attitudes and skills of the participants would have been obtained had the program been more clearly delineated.

Recommendation Number Seven

The funding pattern and the program development and demonstration activities should be arranged so that the first project year is devoted entirely to program development, the next two years to program implementation and demonstration, and a fourth and fifth year to the development of a program support staff charged with program maintenance.

This arrangement would allow for a number of different individuals to come together and carefully plan and organize a specific program which then could be tested in different sites. In addition, this longer funding cycle would fit in better with the overall planning cycle of the National Voluntary Organizations. It would also work to ensure the progrm's integration into the organization's structure and thus facilitate program continuation.

Recommendation Number Eight

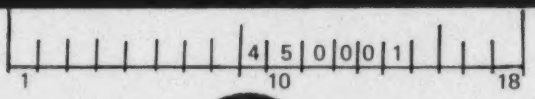
ACYF should obtain a written statement of commitment from the organizations signifiying their intent to incorporate the demonstration program into their structure and to continue it after the termination of federal funding. In addition, a written plan stating how this will be accomplished should be obtained.

This recommendation is also aimed at ensuring program maintenance after the funding cycle is completed. Definite, formal plans are necessary so that programs will be continued after the federal funding is terminated.

Education for Parenthood

Final Evaluation Report Appendix

APPENDIX A.
TRAINING DESCRIPTION FORM



EFP TRAINING DESCRIPTION FORM

When to Use This Form	When any training activity with the EFP program participants occurs; such as lectures, demonstrations, meetings, film or video presentations, "rap" sessions, field trips, working with children, etc.
Who Should Fill Out This Form?	The person or persons actually conducting the training or the person responsible for arranging the training and who was actually present during the training.

Please begin here by giving us the following information:

Your Name_____ (1-2) EFP Site_____

(3-4) Specific Program Name_____ (16-18) Date Training Occurred_____

Who Actually Trained the Participants?

(Please print) Trainer's Name	(Check ONLY ONE for each name) EFP Project Staff	Other Resource Persons Paid	Other Resource Persons Non-Paid	(Circle the appropriate CATEGORY number for each name-see below*) Professional Category
(19)	[1]	[2]	[3]	(20) 1 2 3 4 5 6 7 8
(21)				(22) 1 2 3 4 5 6 7 8
(23)				(24) 1 2 3 4 5 6 7 8
(25)				(26) 1 2 3 4 5 6 7 8
(27)				(28) 1 2 3 4 5 6 7 8

29 31

*Professional categories and corresponding category numbers:

Teacher (day-care, pre-school, kindergarten)	1
Teacher (elementary school, high school)	2
Teacher (college level including graduate students)	3
Child care worker, welfare worker, etc.	4
Mental health worker (psychologist, social worker, psychiatrist, etc.)	5
Physician, nurse (medical, etc.)	6
Clergy (minister, priest, rabbi, etc.)	7
Other (describe)_____	8

What was the training like? (Check as many as necessary to describe the training)

[1 = checked; 2 = not checked]

(32)_____ Lecture

(33)_____ Demonstration

(34)_____ Group Discussion

(35)_____ Informal "Rap" Session

(36)_____ Actual Teaching or Caring for Children

(37)_____ Observation of Children

(38)_____ Receiving Guidance in the Development of some Skill

(39)_____ Role Playing

(40)_____ Attending a Staff Meeting or other Staff Function

(41)_____ Audio-Visual Presentation

(42)_____ Audio-Visual Recording Session (recording during the training)

(43)_____ Preparing Audio-Visual or Written Material to be Used with Children

(44)_____ Other (describe) _____

_____

What kind of training material was used at this meeting? (check as many as necessary)

[45-48 If more than one check per row = 4]

Materials	Check Here If Materials Were Developed For Your EFP Program	Check Here If Materials Were from EDC	Check Here If Materials Were from Any Other Source	Title or Description
(45) Audio-Visual (video-tape, slides, films, etc.)	[1]	[2]	[3]	
(46) Written Material (books, magazines, journals, pamphlets, etc.)				
(47) Graphics (posters, etc.)				
(48) Other				

(49) Where did the training take place? (check one)

1_____ Project Site Facility

2_____ Day Care Center, Pre-School Kindergarten

3_____ Participants' School

4_____ Participants' Home

5_____ University or College

6_____ Recreational Location (parks, etc.)

7_____ Other Location (describe)_____

_____

_____

Who Was There?

(50) How many MALE PARTICIPANTS were present at this meeting? _____

(51) How many FEMALE PARTICIPANTS were present at this meeting? _____

(52) How many TOTAL PARTICIPANTS were present at this meeting? _____

(53) How many of the PARTICIPANTS' PARENTS were present at this meeting? (circle one) 0 1 2 3 4 5 6 or more

(54) How many of the PARTICIPANTS' PARENTS were trainers at this meeting? (circle one) 0 1 2 3 4 5 6 or more

How Long Did the Training Last?

(55) To the NEAREST HOUR, HOW LONG did the training activity last? (circle one) Hours 1 2 3 4 5 6 7 8 9 or more

What Was the Major or Primary Purpose of This Training Session for the EFP Participants? (check only one)

(56)_____ To teach child development, i.e., understanding babies and children including how to take care of them; understand them; get along with them better.

(57)_____ To teach about sex education, birth control, and pregnancy.

(58)_____ To teach about other or alternative lifestyles.

(59)_____ To teach about child care jobs or careers in child care.

(60)_____ To develop a better self-understanding or self-concept.

(61)_____ To develop a better relationship and/or understanding with their parents.

(62)_____ To develop a better relationship and/or understanding with their peers.

(63)_____ To develop better leadership skills.

(64)_____ Other (describe)_____

AT THE END OF EACH WEEK, PLEASE MAIL COMPLETED FORMS TO BEHAVIOR ASSOCIATES.

THANKS!!

APPENDIX B.
PLACEMENT LOG

PLACEMENT LOG

NVO: _____ SITE: _____ PROGRAM: _____

DATE	PARTICIPANT'S NAME	TYPE OF PLACEMENT	NO. OF HOURS AT PLACEMENT
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FOLD

FOLD

FOLD

WHEN COMPLETE, FOLD, STAPLE AND MAIL TO BEHAVIOR ASSOCIATES.

THANKS!!

FIRST CLASS
Permit Number 03
Tucson Arizona

BUSINESS REPLY MAIL

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Behavior Associates

330 East 13th Street
Tucson, Arizona 85701

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APPENDIX C.
RECORD OF ATTENDANCE LOG

RECORD OF ATTENDANCE: FOR EFP PARTICIPANTS ONLY

NVO: _____ SITE: _____ PROGRAM: _____

Participant's Name	Please indicate session dates below and indicate with a checkmark if the participant was there at the session. Date Pre-Tested	/ /	/ /	/ /	/ /	/ /	/ /	Date Post-Tested
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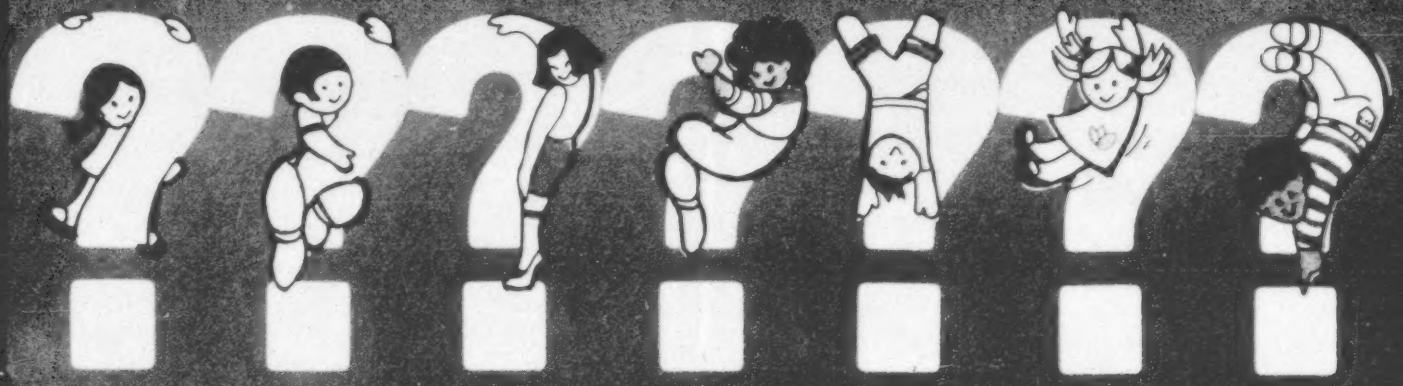
PLEASE RETURN TO BEHAVIOR ASSOCIATES WHEN COMPLETE.

APPENDIX D.
PRETEST MODULAR QUESTIONNAIRE



Because you are the center of this very important program,
what you think,
what you feel, and
what you know
are very important.
In order to find out about
what you think, feel, and know,
we need to ask some questions.
Some of our questions are easy,
some are hard, and we do not
expect that you will know
all the answers. But that's ok!
The most important thing you can do
is try to answer them
as best you can.

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IT WOULD BE HELPFUL IF WE KNEW A LITTLE ABOUT YOU

Please give us the following information:

Your name _____

(16) Your age _____

(17) Male _____ 1 Female _____ 2 (check one)

Are you in school now? Yes _____ (18) No _____ (19)

If yes, what grade are you in? (circle one)

6 7 8 9 10 11 12 Vocational School GED College

If no, what was the last grade you completed? (circle one)

6 7 8 9 10 11 12 Vocational School GED College

---

(20) What is your religious preference? (check one)

Protestant _____ 1

Jewish _____ 2

Catholic _____ 3

Other (name) _____ 4

No religion _____ 5

With whom do you live? (check or fill in as many as necessary)

(21) Mother _____

(22) Father _____

(23,24) Brothers or sisters (how many) _____

(25) Grandmother or grandfather _____

(26) Aunt or uncle _____

(27) Others (who) _____

(28) HOW MANY brothers or sisters do you have living at home with you who are UNDER 6 YEARS of age? _____

---

(29) What language do you SPEAK THE MOST? (check one)

English _____ 1 Spanish _____ 2 Other _____ 3

(30) What language do you READ THE BEST? (check one)

English _____ 1 Spanish _____ 2 Other _____ 3

(31) Are you (check one)

Black	1	Oriental	4
Mexican American	2	White	5
Puerto Rican	3	Other (name)	6

Please tell us what kind of experiences you have had with children.
(Check as many as necessary)

	Less Than 1 Month	About 3 Months	About 6 Months	About 1 Year	About 2 Years	Over 2 Years
(32) Working in a pre-school or child care center						
(33) Tutoring children in school or in the community						
(34) As a camp counselor						
(35) Teaching art, athletics, or other skills in community programs						
(36) Teaching Sunday school						
(37) Working with handicapped children						
(38) Babysitting						
(39) Other (describe)						

Have you taken or are you taking any of the courses listed below?
(Check as many as necessary)

(40) Child or Human Development_____

(41) Psychology _____

(42) Home and Family Life (Home Economics) _____

(43) A Social Studies Course on the Family_____

(44) Any other course which deals with child care or the family_____

WHAT IS YOUR OPINION ABOUT CHILDREN?

Several opinions are listed here. Please check the ONE ANSWER for EACH STATEMENT that BEST tells how you feel about children.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(45) Children need to learn to do things on their own.					
(46) Children are wonderful.					
(47) Children are very interesting.					
(48) Children will not be harmed by growing up in a commune.					
(49) The race and culture of a child make him very different from children of other races and cultures.					
(50) Children should share in the cooking, housework, laundry and other work around the home.					
(51) Children learn important things by playing.					
(52) Boys act like boys and girls act like girls because boys and girls are different when they are born.					
(53) Children should be encouraged to participate in family decision making.					
(54) It is very difficult to understand why children do the things they do.					

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WHAT IS YOUR OPINION ABOUT PARENTHOOD?

Please check the ONE ANSWER for EACH STATEMENT that BEST tells how you feel about parenthood.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(55) Parents can teach a child to be a smart person.					
(56) People should become parents only after they know a lot about raising children.					
(57) Fathers and mothers should share equally in the responsibility of raising their children.					
(58) Most parents know the right thing to do when their children misbehave.					
(59) Families in which the father earns the living and the mother keeps house are happier.					
(60) In families where there is only one parent present, the children can still grow up normally.					
(61) A woman can have a job and still be a good mother.					
(62) A single (unmarried) man or woman should be allowed to adopt a child.					
(63) Relatives, like grandparents, uncles and aunts, should be involved in helping to raise children.					
(64) People can learn to be better parents.					

WHAT IS YOUR OPINION ABOUT YOURSELF?

Some persons' opinions about themselves are listed here. Please check the ONE ANSWER for EACH OPINION that BEST tells how you feel about yourself.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(65) I am a good person.					
(66) I am liked by others.					
(67) I am pretty smart.					
(68) I am a self-confident person.					
(69) I am a good leader.					
(70) I understand myself.					
(71) It is easy for me to express myself in words.					
(72) I think I can be anything I want to be.					
(73) I find it easy to work with other people.					
(74) Usually, I am a happy person.					
(75) When an emergency comes up, I can handle it.					
(76) I can make decisions without difficulties.					
(77) I would be happier if I were someone else.					
(78) It is easy for me to make friends.					
(79) I understand how I grew up to be the way I am.					

WHAT IS YOUR OPINION ABOUT CAREERS IN CHILD CARE?

Here are some things others have said about child care jobs. Please check the ONE ANSWER for EACH OPINION that BEST tells how you feel.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(16) There are lots of jobs available for working with children.					
(17) Jobs working with children are mostly for women.					
(18) Most of the programs for young children do more harm than good.					
(19) Usually a person needs very little training to get a job working with children.					
(20) People who have jobs working with children are usually weak.					

WHAT CAN YOU DO?

Right now, how well do you feel you can do the following:

	Extremely Well	Very Well	I Am Not Sure	Not Very Well	Not Well At All
(21) Give a baby a bath.					
(22) Plan interesting activities for children.					
(23) Be in charge of a group of children.					
(24) Correctly handle a situation when a child misbehaves.					
(25) Teach children at certain ages those things they are able to learn.					
(26) Do the right things when a child becomes ill.					
(27) Select the right kinds of food to feed babies and children.					
(28) Toilet train children.					

BEFORE BIRTH

Parenthood begins even before a baby is born. Here are some questions about the development of the unborn baby. Please read each question and then CHECK the ONE BEST ANSWER for each question.

(29) There is a critical time during the development of an unborn baby when the baby will more likely be harmed by certain drugs. This period is:

During the first three months of pregnancy	____1
During the second three months of pregnancy	____2
During the last three months of pregnancy	____3
Just before birth	____4

(30) Which one of the following would probably NOT be related to a mother's poor nutrition during pregnancy?

Premature birth of the infant	____1
The number of chromosomes in the infant	____2
Low birth weight of the infant	____3
More complications during delivery	____4

(31) Which one of the following has the LEAST effect on the unborn baby?

Mother's diet	____1
Mother's occasional drinking of alcoholic beverages	____2
Mother's anxiety and tension during pregnancy	____3
Mother's smoking cigarettes	____4

(32) In order to survive at birth, an unborn baby must be at least:

20 weeks of age	____1
28 weeks of age	____2
25 weeks of age	____3
16 weeks of age	____4

Here are some more statements about the development of the unborn baby. For EACH STATEMENT, please CIRCLE ONE BEST ANSWER.

(33) It is not dangerous for the unborn baby if the mother has German measles during her pregnancy.

TRUE 1 I AM NOT SURE 2 FALSE 3

(34) More babies are born dead or have birth defects when their mothers are under 17 years of age.

TRUE 1 I AM NOT SURE 2 FALSE 3

(35) The chances that a baby will be born dead are smaller in the United States than in any other country in the world.

TRUE 1 I AM NOT SURE 2 FALSE 3

(36) Frequent medical check-ups during a woman's pregnancy are only necessary if she is having special problems.

TRUE 1 I AM NOT SURE 2 FALSE 3

(37) A baby's personality is determined by heredity.

TRUE 1 I AM NOT SURE 2 FALSE 3

(38) Lack of pre-natal care (medical care during pregnancy) is responsible for the poor health of many children.

TRUE 1 I AM NOT SURE 2 FALSE 3

WHAT DO YOU THINK INFANTS AND YOUNG CHILDREN CAN DO AT DIFFERENT AGES?

Listed below are some infant and young child behaviors. At what ages are each of these behaviors most likely to FIRST occur? Please place a CHECK MARK in the appropriate column for each behavior.

	MONTHS			YEARS		
BEHAVIORS	0-3	4-6	7-12	1-2	2-3	3-5
(39) Takes a few steps alone.						
(40) Walks up and down stairs alone.						
(41) Can count three objects.						
(42) Makes sounds like "dadada, bababaha".						
(43) Sits with support.						
(44) Follows an object with his eyes.						
(45) Drinks from a cup.						
(46) Plays cooperatively with other children.						
(47) Can say one word.						
(48) Responds to "no, no".						
(49) Knows 10 words.						
(50) Can put on his own shoes.						
(51) Can move objects from one hand to another.						
(52) Turns head toward sounds.						

UNDERSTANDING INFANTS AND CHILDREN

Here are some statements about infants and children. Please CIRCLE the words that BEST describe your opinion about each statement.

(53) People who get along well with other people are born that way.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(54) The difference in the way boys and girls act usually starts when children are about 5 years old.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(55) Children do not learn to be aggressive from watching T.V.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(56) Physical punishment is necessary in order to get children to behave.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(57) The normal two year old is often stubborn and negative.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(58) A nine month old infant will usually pay more attention to toys and play things than to other children.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(59) The first positive emotions (for example, smiling) an infant shows are usually in response to human faces and voices.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(60) If an infant is not touched and held his development will probably be abnormal.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(61) Children should never be allowed to express anger to adults.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(62) Interesting surroundings help a baby learn even before he is a year old.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(63) Fat babies are usually healthier than skinny babies.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(64) If a newborn infant is healthy, he does not need a medical check-up until about 3 months of age.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(65) Dental care is not needed for children until all the permanent teeth have come in.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(66) Vomiting after a fall is a danger sign and the child should be taken to a doctor.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(67) Most mental retardation is caused by heredity.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(68) Cerebral palsy is inherited.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(69) Most mentally retarded children should be put in a hospital or institution.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(70) Pneumonia in children can be prevented by immunization.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(71) Maria and Carlos are the parents of a new baby. Maria and Carlos are talking with the baby's grandparents about how to take care of a newborn baby. Each person has a different idea about what is MOST IMPORTANT IN CARING FOR A NEWBORN BABY. What do you think?

GRANDMOTHER believes that a newborn baby should be taught that he must wait for food and comfort.

MARIA believes that a newborn baby needs lots of interesting things to look at and listen to.

CARLOS believes that a newborn baby must learn right away to recognize the mother.

GRANDFATHER believes that a newborn baby needs to be held and cuddled while he is being fed.

Who do you agree with the most?

Grandmother ____1 Maria ____2 Carlos ____3 Grandfather ____4

---

(72) Maria, Carlos and the grandparents also have different ideas about TALKING TO A NEWBORN INFANT WHILE HE EATS.

GRANDMOTHER says, "Don't talk to the baby while you feed him because it will disturb his eating."

MARIA says, "It is good to talk in a soft voice while you feed the baby because it will help him learn to link the human voice with good things."

CARLOS says, "Talk in a soft voice while the baby eats because it will help him learn words."

GRANDFATHER says, "Don't talk to the baby while he eats because he will always want attention from adults when he eats."

Who do you agree with the most?

Grandmother ____1 Maria ____2 Carlos ____3 Grandfather ____4

(73) Jeanette is the mother of a 12 month old baby. She has a talk with some of her friends about the BABY'S CRAWLING AND GETTING INTO THINGS. Each of the friends has different advice for her.

JEAN says, "Don't take any chances, keep your child in a playpen at this stage."

RACHEL says, "Let him crawl around, but tell him 'No, No' every time he starts to touch something dangerous or valuable."

MARIANNE says, "Let him crawl around, but stay with him all the time."

PAMELA says, "Let him crawl around, but take all of the dangerous and breakable things out of his reach."

Who do you agree with the most?

Jean____ 1 Rachel____ 2 Marianne____3 Pamela____4

---

(74) Jeanette continues to discuss her 12 month old baby with her friends. Now she is concerned about the BABY WANTING ATTENTION.

JEAN says, "When my baby wants my attention I usually give it to him. He should feel that he can have some influence on other people."

RACHEL says, "Don't give him attention whenever he wants it. He will begin to think he's too important."

MARIANNE says, "Give the baby attention whenever he wants it. A year old child should be the center of attention."

PAMELA says, "The parent should always decide when to give the baby attention. Otherwise the baby will begin to think he's the boss."

Who do you agree with the most?

Jean____ 1 Rachel____ 2 Marianne____ 3 Pamela____ 4

(75) Jeanette's baby is now 15 months of age. Jeanette is talking to her aunt, uncle and mother about HOW BABIES LEARN TO TALK.

AUNT ROSE says, "Children learn to talk by themselves."

JEANETTE says, "I think the best way for children to learn to talk is from listening to T.V."

JEANETTE'S MOTHER says, "The best way for a child to learn to talk is from adults who talk to him."

UNCLE DAVE says, "Hearing adults talk to each other is the best way for a child to learn to talk."

Who do you agree with the most?

Aunt Rose ____ 1 Jeanette ____ 2 Jeanette's Mother ____ 3 Uncle Dave ____ 4

---

(76) Tim is 18 months old. He's the baby in a large family. His older sister tells him to get in his high chair for dinner. HE SAYS "NO" AND RUNS AWAY. The other brothers and sisters in the family suggest what to do with this behavior.

JOHNNIE (11 years old) says, "I give him a soft swat on the bottom when he does that."

HENRY (16 years old) says, "I just pick him up and put him in his high chair."

JENNIE (18 years old) says, "I give him a little talk about how important it is for him to obey."

BILLY (14 years old) says, "I tell him he's a bad boy and then ask him again to come get in his high chair."

Who do you agree with the most?

Johnnie ____ 1 Henry ____ 2 Jennie ____ 3 Billy ____ 4

(77) Two year old Mary is having at least one temper tantrum every day. Mary's parents and grandparents are talking about THE BEST WAY TO STOP THESE TANTRUMS.

MOTHER says, "Maybe we should splash cold water in her face every time she has a tantrum."

FATHER says, "I think we should check to make sure she is not going to hurt herself and then ignore her."

GRANDMOTHER says, "I think if you would scold her it would help."

GRANDFATHER says, "I would pick her up, cuddle her and hold her close until she calms down."

Who do you agree with the most?

Mother ____ 1 Father____ 2 Grandmother ____3 Grandfather ____4

---

(78) Johnny, who is 2-1/2 years old, is becoming more and more demanding. When mother won't give in THE CHILD SCREAMS, "I HATE YOU." Mother wonders what to do.

GRANDMOTHER says, "He has no business talking to you that way. You should send him to his room."

MOTHER says, "I'm probably doing something wrong and he really hates me."

AUNT MATILDA says, "Let's not make a big scene. It's common for children of this age to say this. Just ignore him."

UNCLE HENRY says, "The little darling doesn't know any better. Just tell him he doesn't mean it, that he really loves you."

Who do you agree with the most?

Grandmother ____ 1 Mother____ 2 Aunt Matilda ____ 3 Uncle Henry ____4

(79) Fernando is 3 years old. He is having dinner with his family and refuses to eat. Everyone starts talking about the problem of GETTING FERNANDO TO EAT.

UNCLE DAVID says, "I think he should have to stay in his high chair until he eats everything on his plate."

AUNT SOFIA says, "Forget it for now. He'll eat at the next meal if you don't feed him in between meals."

MOTHER says, "Let's tell him he can have some candy when he finishes eating."

FATHER says, "He needs his food. Take a spoon and put the food in his mouth. He'll have to eat."

Who do you agree with the most?

Uncle David____ 1 Aunt Sofia____ 2 Mother____ 3 Father____ 4

[Dup (1-13), 14 = 3]

---

(16) The staff members at a Day Care Center are discussing how to react to Steven, 4 years of age, who CRIES WHENEVER HE DOESN'T GET WHAT HE WANTS.

BESS says, "Children who cry a lot are insecure and should be talked to and given sympathy whenever they cry."

JEFF says, "Since he seems to be insecure, he should be given what he wants whenever he cries for it."

BARBARA says, "Steven is spoiled and we should tell him he can't get what he wants by crying."

RICK says, "If we pay a lot of attention to him when he cries he may just cry more. Maybe we should give him more attention when he's behaving well."

Who do you agree with the most?

Bess____1 Jeff____ 2 Barbara____3 Rick____ 4

[17 = 1]

ADOLESCENCE – ME, MYSELF, I

Please check the ONE BEST ANSWER for each of the following questions.

(18) Which of the following do you think most adolescents want?

To be completely dependent on their families	____1
To be completely independent of their families	____2
To be independent and still be secure in their families	____3
Just to be left alone	____4

(19) Which of the following do most adolescents worry about?

Schools, jobs and the future	____1
Boy-girl relationships	____2
Making decisions about what they want in life	____3
Having friends and getting along with others	____4
All of these	____5
None of these	____6

(20) Adolescence is:

A disease that makes your face break out	____1
A new kind of perfume	____2
Rock and roll music, hamburgers and funky clothes	____3
A stage of life between childhood and adulthood	____4

(21) Which of the following best describes the stage of life called adolescence?

Going to school	____1
Feeling bad	____2
Growing and changing	____3
Becoming more serious	____4

(22) Which of the following are likely to affect the way an adolescent thinks, feels and acts?

How well people get along in his family	____1
The way he was treated as a child	____2
How his friends treat him	____3
How well he understands himself	____4
All of the above	____5
None of the above	____6

(23) Paying close attention to your own ideas and feelings will probably result in:

Developing a clearer idea of who you are and what you want in life	____1
Getting too self-centered and selfish	____2
Stirring up problems in your family	____3
Not being able to understand other people well	____4

Here are some statements about adolescence. Please CIRCLE the words that BEST describe your opinion about each statement.

(24) Most normal adolescents experience the feelings of love, sadness, anger, joy, fear, hate and trust.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(25) Adolescents who start dating early usually get married late in life.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

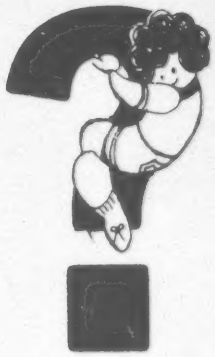
(26) If adolescents who want to get married wait until they are 20 or older, their chances of getting divorced will go up.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(27) If adolescents marry, the chances are high that a baby will be born within a year.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

[28 = 1]



SEXUAL BEHAVIOR

Please check the ONE BEST ANSWER for each of the following questions.

(29) A girl is most likely to become pregnant:

During the time of her monthly period	____1
Around the time of ovulation	____2
Just before she has her monthly period	____3
Just after she has her monthly period	____4

(30) V.D. may be prevented by:

Using birth control pills	____1
Having sex with only one partner	____2
Using a condom (rubber)	____3
Staying out of public toilets	____4

(31) What age do you think a person should be before having sexual intercourse?

12 to 14 years	____1
15 to 17 years	____2
18 to 20 years	____3
Older than 20 years	____4

(32) When you THINK about sex, how do you feel?

Happy	____1
Worried	____2
Guilty	____3
Uncertain how I feel	____4

(33) Who would you prefer to give you information about sex?

Mother or father	____1
Minister, Priest, Rabbi, etc.	____2
Friends	____3
Brothers or sisters	____4
Others such as teachers, community organizations, etc.	____5

(34) At what age do you think a person should start learning about sex?

Before 5 years	____1
5 to 8 years	____2
8 to 11 years	____3
11 to 15 years	____4
Older than 15 years	____5

(35) Now, please check the THREE MOST EFFECTIVE methods of birth control.

1. Birth control pills ____
2. Rhythm method ____
3. Withdrawal ____
4. Diaphragm ____
5. Coil (I.U.D.) ____
6. Foams and jellies ____
7. Condoms (rubbers) ____

Please CIRCLE the words that BEST describe your opinion about each statement.

(36) It is normal for children and teenagers to masturbate.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(37) V.D. is not curable.

I AGREE$_1$ I AM NOT SURE$_2$ I DISACREE$_3$

(38) Usually, it is abnormal for teenagers to think about sex a lot.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(39) A female can tell when she has V.D. because the symptoms (signs) are always noticeable.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(40) V.D. in the mother may cause her baby to be stillborn or blind.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(41) The female should have the major responsibility for birth control.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

WHAT ARE YOUR PLANS FOR THE FUTURE?

(66) Do you plan to marry someday? Yes _____1 No _____2

(67) If yes, at about what age?_____

(68) Do you plan on having children someday? Yes _____1 No _____2

(69) If yes, how many?_____

(70) Do you plan to complete high school? Yes _____1 No _____2 Already graduated _____3

What do you expect to do after leaving high school (whether you graduate or not)?
(Check as many as necessary.)

(71) Go to work part-time _____

(72) Go to work full-time _____

(73) Go to a two year college _____

(74) Become a homemaker _____

(75) Other (describe)_____

(76) Get some vocational training _____

(77) Go to a four year college _____

(78) Go into the military _____

(79) Get a GED _____

Please use this space to make any comments you want about this questionnaire.

APPENDIX E.
POSTTEST MODULAR QUESTIONNAIRE

Because you have been the center of this very important program,
what you think,
what you feel, and
what you know
are still very important

In order to find out about -
what you think, feel, and know,
we again need to ask some questions.

As before, some of our questions are easy,
some are hard, and we do not
expect that you will know
all the answers. It's still ok!

The most important thing you can do
is try to answer them
as best you can.

								4				0	1		
1									10					15	

WHAT DO YOU THINK ABOUT THE PROGRAM?

Your Name_____

(16)	Overall, I think the program was:	very good	_____1
		good	_____2
		average	_____3
		poor	_____4
		very poor	_____5
(17)	For me, the program was:	too easy	_____1
		easy	_____2
		just right	_____3
		hard	_____4
		very hard	_____5
(18)	I thought the program was:	very interesting	_____1
		interesting	_____2
		so-so	_____3
		boring	_____4
		very boring	_____5
(19)	Through the program, I learned:	nothing	_____1
		very little	_____2
		a little	_____3
		some	_____4
		a lot	_____5
(20)	Most instructors, teachers, group leaders were:	very good	_____1
		good	_____2
		average	_____3
		poor	_____4
		very poor	_____5
(21)	This program will help me become a better parent:	I strongly disagree	_____1
		I disagree	_____2
		I am not sure	_____3
		I agree	_____4
		I strongly agree	_____5
(22)	Overall, was the program relevant to your ethnic/cultural background?	yes	_____1
		no	_____2

[Zerofill 23-44]

WHAT IS YOUR OPINION ABOUT CHILDREN?

Several opinions are listed here. Please check the ONE ANSWER for EACH STATEMENT that BEST tells how you feel about children.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(45) Children need to learn to do things on their own.					
(46) Children are wonderful.					
(47) Children are very interesting.					
(48) Children will not be harmed by growing up in a commune.					
(49) The race and culture of a child make him very different from children of other races and cultures.					
(50) Children should share in the cooking, housework, laundry and other work around the home.					
(51) Children learn important things by playing.					
(52) Boys act like boys and girls act like girls because boys and girls are different when they are born.					
(53) Children should be encouraged to participate in family decision making.					
(54) It is very difficult to understand why children do the things they do.					

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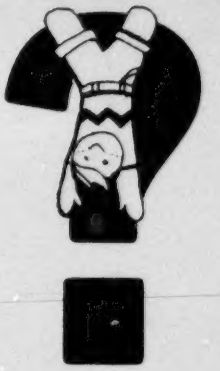
WHAT IS YOUR OPINION ABOUT PARENTHOOD?

Please check the ONE ANSWER for EACH STATEMENT that BEST tells how you feel about parenthood.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(55) Parents can teach a child to be a smart person.					
(56) People should become parents only after they know a lot about raising children.					
(57) Fathers and mothers should share equally in the responsibility of raising their children.					
(58) Most parents know the right thing to do when their children misbehave.					
(59) Families in which the father earns the living and the mother keeps house are happier.					
(60) In families where there is only one parent present, the children can still grow up normally.					
(61) A woman can have a job and still be a good mother.					
(62) A single (unmarried) man or woman should be allowed to adopt a child.					
(63) Relatives, like grandparents, uncles and aunts, should be involved in helping to raise children.					
(64) People can learn to be better parents.					



WHAT IS YOUR OPINION ABOUT YOURSELF?

Some persons' opinions about themselves are listed here. Please check the ONE ANSWER for EACH OPINION that BEST tells how you feel about yourself.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(65) I am a good person.					
(66) I am liked by others.					
(67) I am pretty smart.					
(68) I am a self-confident person.					
(69) I am a good leader.					
(70) I understand myself.					
(71) It is easy for me to express myself in words.					
(72) I think I can be anything I want to be.					
(73) I find it easy to work with other people.					
(74) Usually, I am a happy person.					
(75) When an emergency comes up, I can handle it.					
(76) I can make decisions without difficulties.					
(77) I would be happier if I were someone else.					
(78) It is easy for me to make friends.					
(79) I understand how I grew up to be the way I am.					

WHAT IS YOUR OPINION ABOUT CAREERS IN CHILD CARE?

Here are some things others have said about child care jobs. Please check the ONE ANSWER for EACH OPINION that BEST tells how you feel.

	I Strongly Agree	I Agree	I Am Not Sure	I Disagree	I Strongly Disagree
(16) There are lots of jobs available for working with children.					
(17) Jobs working with children are mostly for women.					
(18) Most of the programs for young children do more harm than good.					
(19) Usually a person needs very little training to get a job working with children.					
(20) People who have jobs working with children are usually weak.					

WHAT CAN YOU DO?

Right now, how well do you feel you can do the following:

	Extremely Well	Very Well	I Am Not Sure	Not Very Well	Not Well At All
(21) Give a baby a bath.					
(22) Plan interesting activities for children.					
(23) Be in charge of a group of children.					
(24) Correctly handle a situation when a child misbehaves.					
(25) Teach children at certain ages those things they are able to learn.					
(26) Do the right things when a child becomes ill.					
(27) Select the right kinds of food to feed babies and children.					
(28) Toilet train children.					

BEFORE BIRTH

Parenthood begins even before a baby is born. Here are some questions about the development of the unborn baby. Please read each question and then CHECK the ONE BEST ANSWER for each question.

(29) There is a critical time during the development of an unborn baby when the baby will more likely be harmed by certain drugs. This period is:

During the first three months of pregnancy _____1
During the second three months of pregnancy _____2
During the last three months of pregnancy _____3
Just before birth _____4

(30) Which one of the following would probably NOT be related to a mother's poor nutrition during pregnancy?

Premature birth of the infant _____1
The number of chromosomes in the infant _____2
Low birth weight of the infant _____3
More complications during delivery _____4

(31) Which one of the following has the LEAST effect on the unborn baby?

Mother's diet _____1
Mother's occasional drinking of alcoholic beverages _____2
Mother's anxiety and tension during pregnancy _____3
Mother's smoking cigarettes _____4

(32) In order to survive at birth, an unborn baby must be at least:

20 weeks of age _____1
28 weeks of age _____2
25 weeks of age _____3
16 weeks of age _____4

Here are some more statements about the development of the unborn baby. For EACH STATEMENT, please CIRCLE ONE BEST ANSWER.

(33) It is not dangerous for the unborn baby if the mother has German measles during her pregnancy.

TRUE 1 I AM NOT SURE 2 FALSE 3

(34) More babies are born dead or have birth defects when their mothers are under 17 years of age.

TRUE 1 I AM NOT SURE 2 FALSE 3

(35) The chances that a baby will be born dead are smaller in the United States than in any other country in the world.

TRUE 1 I AM NOT SURE 2 FALSE 3

(36) Frequent medical check-ups during a woman's pregnancy are only necessary if she is having special problems.

TRUE 1 I AM NOT SURE 2 FALSE 3

(37) A baby's personality is determined by heredity.

TRUE 1 I AM NOT SURE 2 FALSE 3

(38) Lack of pre-natal care (medical care during pregnancy) is responsible for the poor health of many children.

TRUE 1 I AM NOT SURE 2 FALSE 3

WE HOPE YOU HAVE ENJOYED THE PROGRAM.
THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

WHAT DO YOU THINK INFANTS AND YOUNG CHILDREN CAN DO AT DIFFERENT AGES?

Listed below are some infant and young child behaviors. At what ages are each of these behaviors most likely to FIRST occur? Please place a CHECK MARK in the appropriate column for each behavior.

BEHAVIORS	MONTHS			YEARS		
	0-3	4-6	7-12	1-2	2-3	3-5
(39) Takes a few steps alone.						
(40) Walks up and down stairs alone.						
(41) Can count three objects.						
(42) Makes sounds like "dadada, bababa".						
(43) Sits with support.						
(44) Follows an object with his eyes.						
(45) Drinks from a cup.						
(46) Plays cooperatively with other children.						
(47) Can say one word.						
(48) Responds to "no, no".						
(49) Knows 10 words.						
(50) Can put on his own shoes.						
(51) Can move objects from one hand to another.						
(52) Turns head toward sounds.						

UNDERSTANDING INFANTS AND CHILDREN

Here are some statements about infants and children. Please CIRCLE the words that BEST describe your opinion about each statement.

(53) People who get along well with other people are born that way.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(54) The difference in the way boys and girls act usually starts when children are about 5 years old.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(55) Children do not learn to be aggressive from watching T.V.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(56) Physical punishment is necessary in order to get children to behave.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(57) The normal two year old is often stubborn and negative.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(58) A nine month old infant will usually pay more attention to toys and play things than to other children.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(59) The first positive emotions (for example, smiling) an infant shows are usually in response to human faces and voices.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(60) If an infant is not touched and held his development will probably be abnormal.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(61) Children should never be allowed to express anger to adults.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(62) Interesting surroundings help a baby learn even before he is a year old.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(63) Fat babies are usually healthier than skinny babies.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(64) If a newborn infant is healthy, he does not need a medical check-up until about 3 months of age.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(65) Dental care is not needed for children until all the permanent teeth have come in.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(66) Vomiting after a fall is a danger sign and the child should be taken to a doctor.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(67) Most mental retardation is caused by heredity.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(68) Cerebral palsy is inherited.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(69) Most mentally retarded children should be put in a hospital or institution.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(70) Pneumonia in children can be prevented by immunization.

I AGREE$_1$ I AM NOT SURE$_2$ I DO NOT AGREE$_3$

(71) Maria and Carlos are the parents of a new baby. Maria and Carlos are talking with the baby's grandparents about how to take care of a newborn baby. Each person has a different idea about what is MOST IMPORTANT IN CARING FOR A NEWBORN BABY. What do you think?

GRANDMOTHER believes that a newborn baby should be taught that he must wait for food and comfort.

MARIA believes that a newborn baby needs lots of interesting things to look at and listen to.

CARLOS believes that a newborn baby must learn right away to recognize the mother.

GRANDFATHER believes that a newborn baby needs to be held and cuddled while he is being fed.

Who do you agree with the most?

Grandmother ____ 1 Maria ____ 2 Carlos ____ 3 Grandfather ____ 4

---

(72) Maria, Carlos and the grandparents also have different ideas about TALKING TO A NEWBORN INFANT WHILE HE EATS.

GRANDMOTHER says, "Don't talk to the baby while you feed him because it will disturb his eating."

MARIA says, "It is good to talk in a soft voice while you feed the baby because it will help him learn to link the human voice with good things."

CARLOS says, "Talk in a soft voice while the baby eats because it will help him learn words."

GRANDFATHER says, "Don't talk to the baby while he eats because he will always want attention from adults when he eats."

Who do you agree with the most?

Grandmother ____ 1 Maria ____ 2 Carlos ____ 3 Grandfather ____ 4

(73) Jeanette is the mother of a 12 month old baby. She has a talk with some of her friends about the BABY'S CRAWLING AND GETTING INTO THINGS. Each of the friends has different advice for her.

JEAN says, "Don't take any chances, keep your child in a playpen at this stage."

RACHEL says, "Let him crawl around, but tell him 'No, No' every time he starts to touch something dangerous or valuable."

MARIANNE says, "Let him crawl around, but stay with him all the time."

PAMELA says, "Let him crawl around, but take all of the dangerous and breakable things out of his reach."

Who do you agree with the most?

Jean____ 1 Rachel____ 2 Marianne____3 Pamela____4

---

(74) Jeanette continues to discuss her 12 month old baby with her friends. Now she is concerned about the BABY WANTING ATTENTION.

JEAN says, "When my baby wants my attention I usually give it to him. He should feel that he can have some influence on other people."

RACHEL says, "Don't give him attention whenever he wants it. He will begin to think he's too important."

MARIANNE says, "Give the baby attention whenever he wants it. A year old child should be the center of attention."

PAMELA says, "The parent should always decide when to give the baby attention. Otherwise the baby will begin to think he's the boss."

Who do you agree with the most?

Jean____ 1 Rachel____ 2 Marianne____ 3 Pamela____ 4

(75) Jeanette's baby is now 15 months of age. Jeanette is talking to her aunt, uncle and mother about HOW BABIES LEARN TO TALK.

AUNT ROSE says, "Children learn to talk by themselves."

JEANETTE says, "I think the best way for children to learn to talk is from listening to T.V."

JEANETTE'S MOTHER says, "The best way for a child to learn to talk is from adults who talk to him."

UNCLE DAVE says, "Hearing adults talk to each other is the best way for a child to learn to talk."

Who do you agree with the most?

Aunt Rose____1 Jeanette____2 Jeanette's Mother____3 Uncle Dave____4

---

(76) Tim is 18 months old. He's the baby in a large family. His older sister tells him to get in his high chair for dinner. HE SAYS "NO" AND RUNS AWAY. The other brothers and sisters in the family suggest what to do with this behavior.

JOHNNIE (11 years old) says, "I give him a soft swat on the bottom when he does that."

HENRY (16 years old) says, "I just pick him up and put him in his high chair."

JENNIE (18 years old) says, "I give him a little talk about how important it is for him to obey."

BILLY (14 years old) says, "I tell him he's a bad boy and then ask him again to come get in his high chair."

Who do you agree with the most?

Johnnie____1 Henry____2 Jennie____3 Billy____4

(77) Two year old Mary is having at least one temper tantrum every day. Mary's parents and grandparents are talking about THE BEST WAY TO STOP THESE TANTRUMS.

MOTHER says, "Maybe we should splash cold water in her face every time she has a tantrum."

FATHER says, "I think we should check to make sure she is not going to hurt herself and then ignore her."

GRANDMOTHER says, "I think if you would scold her it would help."

GRANDFATHER says, "I would pick her up, cuddle her and hold her close until she calms down."

Who do you agree with the most?

Mother ____ 1 Father____ 2 Grandmother ____3 Grandfather ____4

---

(78) Johnny, who is 2-1/2 years old, is becoming more and more demanding. When mother won't give in THE CHILD SCREAMS, "I HATE YOU." Mother wonders what to do.

GRANDMOTHER says, "He has no business talking to you that way. You should send him to his room."

MOTHER says, "I'm probably doing something wrong and he really hates me."

AUNT MATILDA says, "Let's not make a big scene. It's common for children of this age to say this. Just ignore him."

UNCLE HENRY says, "The little darling doesn't know any better. Just tell him he doesn't mean it, that he really loves you."

Who do you agree with the most?

Grandmother ____ 1 Mother____ 2 Aunt Matilda ____3 Uncle Henry ____4

(79) Fernando is 3 years old. He is having dinner with his family and refuses to eat. Everyone starts talking about the problem of GETTING FERNANDO TO EAT.

UNCLE DAVID says, "I think he should have to stay in his high chair until he eats everything on his plate."

AUNT SOFIA says, "Forget it for now. He'll eat at the next meal if you don't feed him in between meals."

MOTHER says, "Let's tell him he can have some candy when he finishes eating."

FATHER says, "He needs his food. Take a spoon and put the food in his mouth. He'll have to eat."

Who do you agree with the most?

Uncle David____ 1 Aunt Sofia____ 2 Mother____ 3 Father____ 4

[Dup (1-13), 14 = 3]

---

(16) The staff members at a Day Care Center are discussing how to react to Steven, 4 years of age, who CRIES WHENEVER HE DOESN'T GET WHAT HE WANTS.

BESS says, "Children who cry a lot are insecure and should be talked to and given sympathy whenever they cry."

JEFF says, "Since he seems to be insecure, he should be given what he wants whenever he cries for it."

BARBARA says, "Steven is spoiled and we should tell him he can't get what he wants by crying."

RICK says, "If we pay a lot of attention to him when he cries he may just cry more. Maybe we should give him more attention when he's behaving well."

Who do you agree with the most?

Bess_____1 Jeff____ 2 Barbara____3 Rick ____ 4

[17 = 1]

ADOLESCENCE – ME, MYSELF, I

Please check the ONE BEST ANSWER for each of the following questions.

(18) Which of the following do you think most adolescents want?

To be completely dependent on their families	____1
To be completely independent of their families	____2
To be independent and still be secure in their families	____3
Just to be left alone	____4

(19) Which of the following do most adolescents worry about?

Schools, jobs and the future	____1
Boy-girl relationships	____2
Making decisions about what they want in life	____3
Having friends and getting along with others	____4
All of these	____5
None of these	____6

(20) Adolescence is:

A disease that makes your face break out	____1
A new kind of perfume	____2
Rock and roll music, hamburgers and funky clothes	____3
A stage of life between childhood and adulthood	____4

(21) Which of the following best describes the stage of life called adolescence?

Going to school	____1
Feeling bad	____2
Growing and changing	____3
Becoming more serious	____4

(22) Which of the following are likely to affect the way an adolescent thinks, feels and acts?

How well people get along in his family	____1
The way he was treated as a child	____2
How his friends treat him	____3
How well he understands himself	____4
All of the above	____5
None of the above	____6

(23) Paying close attention to your own ideas and feelings will probably result in:

Developing a clearer idea of who you are and what you want in life	____1
Getting too self-centered and selfish	____2
Stirring up problems in your family	____3
Not being able to understand other people well	____4

Here are some statements about adolescence. Please CIRCLE the words that BEST describe your opinion about each statement.

(24) Most normal adolescents experience the feelings of love, sadness, anger, joy, fear, hate and trust.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(25) Adolescents who start dating early usually get married late in life.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(26) If adolescents who want to get married wait until they are 20 or older, their chances of getting divorced will go up.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(27) If adolescents marry, the chances are high that a baby will be born within a year.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

[28 = 1]

SEXUAL BEHAVIOR

Please check the ONE BEST ANSWER for each of the following questions.

(29) A girl is most likely to become pregnant:

During the time of her monthly period	____1
Around the time of ovulation	____2
Just before she has her monthly period	____3
Just after she has her monthly period	____4

(30) V.D. may be prevented by:

Using birth control pills	____1
Having sex with only one partner	____2
Using a condom (rubber)	____3
Staying out of public toilets	____4

(31) What age do you think a person should be before having sexual intercourse?

12 to 14 years	____1
15 to 17 years	____2
18 to 20 years	____3
Older than 20 years	____4

(32) When you THINK about sex, how do you feel?

Happy	____1
Worried	____2
Guilty	____3
Uncertain how I feel	____4

(33) Who would you prefer to give you information about sex?

Mother or father	____1
Minister, Priest, Rabbi, etc.	____2
Friends	____3
Brothers or sisters	____4
Others such as teachers, community organizations, etc.	____5

(34) At what age do you think a person should start learning about sex?

Before 5 years	____1
5 to 8 years	____2
8 to 11 years	____3
11 to 15 years	____4
Older than 15 years	____5

(35) Now, please check the THREE MOST EFFECTIVE methods of birth control.

1. Birth control pills ____
2. Rhythm method ____
3. Withdrawal ____
4. Diaphragm ____
5. Coil (I.U.D.) ____
6. Foams and jellies ____
7. Condoms (rubbers) ____

Please CIRCLE the words that BEST describe your opinion about each statement.

(36) It is normal for children and teenagers to masturbate.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(37) V.D. is not curable.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(38) Usually, it is abnormal for teenagers to think about sex a lot.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(39) A female can tell when she has V.D. because the symptoms (signs) are always noticeable.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(40) V.D. in the mother may cause her baby to be stillborn or blind.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

(41) The female should have the major responsibility for birth control.

I AGREE$_1$ I AM NOT SURE$_2$ I DISAGREE$_3$

WHAT ARE YOUR PLANS FOR THE FUTURE?

(66) Do you plan to marry someday? Yes_____1 No_____2

(67) If yes, at about what age?_____

(68) Do you plan on having children someday? Yes_____1 No_____2

(69) If yes, how many?_____

(70) Do you plan to complete high school? Yes _____1 No _____2 Already graduated_____3

What do you expect to do after leaving high school (whether you graduate or not)? (Check as many as necessary.)

(71) Go to work part-time _____

(72) Go to work full-time _____

(73) Go to a two year college _____

(74) Become a homemaker _____

(75) Other (describe)_____

_____

(76) Get some vocational training _____

(77) Go to a four year college _____

(78) Go into the military _____

(79) Get a GED _____

Please use this space to make any comments you want about this questionnaire.

WE HOPE YOU HAVE ENJOYED THE PROGRAM.
THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX F.
THE PARENTHOOD QUESTIONNAIRE

Appendix F contains copyrighted material

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13th Street, Tucson, Arizona 85701.
The Parenthood Questionnaire by James C. Petersen, Ph.D., Jean M. Baker, Ph.D., Larry A. Morris, Ph.D., Rachel Burkholder, Ph.D.

The above material is not available for ERIC reproduction.

APPENDIX G.
PROGRAM ASSESSMENT INTERVIEW: PARTICIPANT

PROGRAM ASSESSMENT INTERVIEW - PARTICIPANT

National Voluntary Organization_____Site_____

Participant's Name_____Date_____

Interviewer_____

How did you find out about the program?
(Recruitment-Probe)

_____Project Personnel (EfP)

_____Relatives

_____Educational Facility (School, day care, etc.)

_____Friend

_____Sponsoring NVO Personnel (not EfP)

_____Media

_____Other

When you first came into the program, what did you expect to get or gain from it? (Expectancies-Probe)

_____Learn about babies and children including how to take care of them; understand them; get along with them better; teach them; etc.

_____Learn about parenthood and family life.

_____Learn about sex, birth control, pregnancy

_____Learn about other lefestyles

_____Introduction to child care jobs (Teaching, day care, etc.)

_____Better self-uncerstanding or self-concept (personal growth & development)

_____Learn how to get along better with family

_____Learn how to get along better with peers

_____Get school credit, badges, awards, etc.

_____Training to be leaders in the organization

_____Give me something to do - keep me out of trouble

_____Didn't know

_____Other

Now that the program is ending or ended, do you feel that you got what you wanted?

_____More

_____Yes

_____Some

_____No

_____More in some areas and less in others

_____NA

Of all the things you learned in the program, what is the most inportant thing for you? (Probe for content area)

_____Learned about babies and children including how to take care of them; understand them; get along with them better; teach them, etc.

_____Learned about parenthood and family life

_____Learned about sex, birth control, pregnancy

_____Learned about other lefestyles

_____Introduction to child care jobs (teaching, day care, etc.)

_____Better self-understanding or self-concept (personal growth & development)

_____Learned how to get along better with family

_____Learned how to get along better with peers

_____Received school credit, badges, awards, etc.

_____Trained me to be a leader in the organization

_____Gave me something to do - kept me out of trouble

_____Didn't know

_____Other

What did your family think about your being in the program? (Family's opinion about the program - Probe, assess feelings from each family member.)

	Family Members' Feelings			
	Didn't know or didn't say	Positive	Neutral or Unsure	Negative
Mother				
Father				
Siblings				
Other Relatives				
Other (Describe)				

Now that you have been in the program, how do you feel about becoming a parent yourself? (Opinion change about parenting - Probe)

_____Positive feelings about parenthood and/or feel they will be a better parent

_____Neutral or uncertain feelings

_____Negative feelings

_____Other (Describe)_____

Is this a change of opinion from before the program?

_____No change

_____Change to positive or more positive feelings

_____Change to negative or more negative feelings

Now that you have been in the program, how do you feel about working in the general area of child care? (Opinion change about careers in child care - Probe)

_____Positive Feeling

_____Neutral or uncertain feeling

_____Negative feeling

_____Other

Is this a change of opinion from before the program?

_____No change

_____Change to positive feeling or more positive feeling

_____Change to negative feeling or more negative feeling

_____Change to neutral or uncertain feeling

_____Other

Would you like to see more programs of this type?

Yes_____ No_____ Unsure_____ Doesn't know_____

In your opinion, what three things make a good parent? (Ask for elaboration)

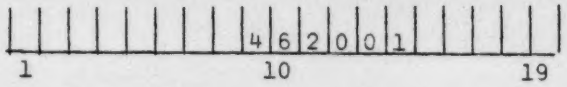
1.

2.

3.

Please make any additional comments or suggestions about the program if you want.

APPENDIX H.
PROGRAM ASSESSMENT QUESTIONNAIRE AND INTERVIEW: INSTRUCTOR



HOW DO YOU FEEL ABOUT YOUR EfP PROGRAM? PAQ-I

(1) National Voluntary Organization_____ (2) Site_____

(3-8) Your Name_____ (16-18) Date_____

(19) Your Position or Title_____

(20)	Overall, for the participants, I think this program was:	very good good average poor very poor	1 2 3 4 5
(21)	For the participants, I think the program was:	too easy easy just right hard very hard	1 2 3 4 5
(22)	I think the participants found the program:	very interesting interesting so-so boring very boring	1 2 3 4 5
(23)	Through the program, I think the participants learned:	nothing very little a little some a lot	1 2 3 4 5
(24)	I think this program will help the participants become better parents.	I strongly agree I agree I am not sure I disagree I strongly disagree	1 2 3 4 5
(25)	Overall, do you think the program was relevant to the participants ethnic cultural background?	yes no	1 2

What effect has your participation in the EfP program had on you personally?

		Negative Change[1]	No Change[2]	Positive Change[3]
(26)	Your ability to relate to teenagers			
(27)	Your understanding of children			
(28)	Your concept of yourself as a teacher			
(29)	Your concept of yourself as a parent or a potential parent			

Please list the one or two most effective AUDIO-VISUAL MATERIALS you used in the program.

Title or Description — Publisher or Source

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please check here if you DID NOT use audio-visual materials []

Please list the one or two most effective WRITTEN MATERIALS you used in the program.

Title or Description — Publisher or Source

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please check here if you DID NOT use written materials []

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE!

PROGRAM ASSESSMENT INTERVIEW - INSTRUCTOR

National Voluntary Organization _____ Site _____

Interviewee's Name _____ Date _____

Interviewee's Position or Title _____ Interviewer _____

NOTE TO INTERVIEWER: Please look over interviewee's completed questionnaire before interviewing. Look for incomplete data and responses you may want to follow-up on during the interview.

ABOUT THE PROGRAM In terms of what you did in the EfP program, what do you think produced the best results?

Approximately what percentage of YOUR TOTAL INSTRUCTIONAL TIME did you devote to the following? (Use sheet with categories. Explain categories if necessary.)

	Percentage of Time
Child Development Principles and Child-Rearing Practices	_____
Pre-Natal Development	_____
Sex Education	_____
Careers in Child Development	_____
Supervise Participants' Practicum Experiences with Children	_____
Participants' Own Personal Growth and Development	_____
Other (describe) _____	
_____	_____
TOTAL	100%

ABOUT YOU

What experiences or education in your background do you feel have been most relevant to or have best prepared you for your role in this program? (Obtain educational degree, field, past experiences with young children and adolescents.)

Have you received any training or preparation through the NVO for the Education for Parenthood program this year? (Clarify that we are looking for training other than orientation and evaluation workshops sponsored by OCD and Behavior Associates.)

If YES, obtain a brief description of the training in the following:

Program Content Areas

Program Implementation Areas

On a 5-point scale with 1 = useless and 5 = extremely useful, please rate the USEFULNESS of the training you received. (Obtain a number: _____.)

Also on a 5-point scale with 1 = inadequate and 5 = adequate, please rate the ADEQUACY of the training you received. (Obtain a number: _____.)

Approximately how much time did you spend in training or preparation for this year's EfP program?

If NO, would you have liked to have had some training? (If YES to this question, obtain a brief description of the kind of training or preparation they would have liked.)

In your opinion, what three things make a good parent? (Ask for elaboration)

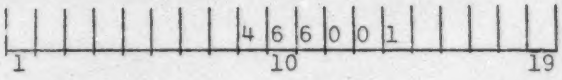
1.

2.

3.

Please make any additional comments or suggestions about the program if you want.

APPENDIX I.
PROGRAM ASSESSMENT QUESTIONNAIRE AND INTERVIEW: ADMINISTRATOR AND INSTRUCTOR-ADMINISTRATOR



HOW DO YOU FEEL ABOUT YOUR EfP PROGRAM? PAQ-A & IA

(1) National Voluntary Organization_____ (2) Site_____

(3-8) Your Name_____ (16-18) Date_____

(19) Your Position or Title_____

(20)	Overall, for the participants, I think this program was:	very good good average poor very poor	1 2 3 4 5
(21)	For the participants, I think the program was:	too easy easy just right hard very hard	1 2 3 4 5
(22)	I think the participants found the program:	very interesting interesting so-so boring very boring	1 2 3 4 5
(23)	Through the program, I think the participants learned:	nothing very little a little some a lot	1 2 3 4 5
(24)	I think this program will help the participants become better parents.	I strongly agree I agree I am not sure I disagree I strongly disagree	1 2 3 4 5
(25)	Overall, do you think the program was relevant to the participants ethnic/ cultural background?	yes no	1 2

What effect has your participation in the EfP program had on you personally?

	Negative Change[1]	No Change[2]	Positive Change[3]
(26) Your ability to relate to teenagers			
(27) Your understanding of children			
(28) Your concept of yourself as a teacher and/or administrator			
(29) Your concept of yourself as a parent or a potential parent			

Please indicate how many parents of participants were ACTIVELY involved in the following aspects of your EfP program this year.

	Number of Parents Involved
(30-31) Actual training of the participants	
(32-33) EfP program planning including materials selection and/or development	
(34-35) General administrative aspects of the EfP program including public relations	
(36-37) Other (please describe)_____	
_____	
_____	

(38) About what percent of your time did you devote to the EfP program?

Less than 25%	1
Between 25-50%	2
Between 50-75%	3
Between 75-100%	4
100%	5

Of the time you devoted to the EfP program, what percent did you spend in the following activities:

	Percent of Time
(39-41) Actual training of the participants	
(42-44) EfP program planning including materials selection and/or development	
(45-47) General administrative duties including coordination, reports, etc.	
(48-50) Other (please describe)_____	
_____	
TOTAL	100%

Please rate the following aspects of the evaluation component as conducted by Behavior Associates.

	[1] Very Poor	[2] Poor	[3] Fair	[4] Good	[5] Excellent
(51) Pre-Post Modular Questionnaire					
(52) Evaluators' communication with you					
(53) Ease of use of the evaluation forms					
(54) Written reports from the evaluators					
(55) Other (describe)_____					

Please list the one or two most effective AUDIO-VISUAL MATERIALS you used in the program.

Title or Description Publisher or Source

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please check here if you DID NOT use audio-visual materials []

Please list the one or two most effective WRITTEN MATERIALS you used in the program.

Title or Description Publisher or Source

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Please check here if you DID NOT use written materials []

THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE!

PROGRAM ASSESSMENT INTERVIEW - ADMINISTRATOR AND INSTRUCTOR-ADMINISTRATOR

National Voluntary Organization_____ Site_____

Interviewee's Name_____ Date_____

Interviewee's Position or Title_____ Interviewer_____

NOTE TO INTERVIEWER: Please look over interviewee's completed questionnaire before interviewing. Look for incomplete data and responses you may want to follow-up on during the interview.

ABOUT THE PROGRAM Narrative Statement: First tell me about your program; please give me a brief description of it including who is involved, what happens, where and when, etc.

What part or parts of the program do you feel have had good results? (What seems to be working?)

Approximately what percentage of TOTAL INSTRUCTIONAL TIME did your program devote to the following? (Use sheet with categories. Explain categories if necessary.)

	Percentage of Time
Child Development Principles and Child-Rearing Practices	_____
Pre-Natal Development	_____
Sex Education	_____
Careers in Child Development	_____
Practicum Experiences with Children	_____
Participants' Own Personal Growth and Development	_____
Other (describe)_____	
_____	_____
TOTAL	100%

ABOUT YOU

What experiences or education in your background do you feel have been most relevant to or have best prepared you for your role in this program? (Obtain educational degree, field, past experiences with young children and adolescents.)

Have you received any training or preparation through the NVO for the Education for Parenthood program this year? (Clarify that we are looking for training other than orientation and evaluation workshops sponsored by OCD and Behavior Associates.)

If YES, obtain a brief description of the training in the following:

Program Content Areas

Program Implementation Areas

On a 5-point scale with 1 = useless and 5 = extremely useful, please rate the USEFULNESS of the training you received. (Obtain a number:_____.)

Also on a 5-point scale with 1 = inadequate and 5 = adequate, please rate the ADEQUACY of the training you received. (Obtain a number:_____.)

Approximately how much time did you spend in training or preparation for this year's EfP program?

If NO, would you have liked to have had some training? (If YES to this question, obtain a brief description of the kind of training or preparation they would have liked.)

DISSEMINATION

Are there ways in which you disseminated information about your EfP program other than making presentations? (Obtain means of dissemination and approximate number of those impacted. Use impact categories: Adults; Parents of Participants; and Youth other than participants.)

Do you know of any other EfP programs which have started as a result of your efforts? (Obtain names, locations, and approximate number of youth involved).

THE NATIONAL OFFICE

Using a 5-point scale with 1 = very poor and 5 = excellent, please rate:

The support and assistance you received from your national office. _____

Communication between you and the national office. _____

Provision of materials from the national office. _____

Were you given the opportunity by the national office to provide input for program development and/or management?

YES_____ NO_____

If you provided such input, were your ideas used?

YES_____ NO_____ I AM NOT SURE_____

Did you have problems with the national office's administrative requirements pertaining to the EfP program?

YES_____ NO_____

If YES, please rate the SEVERITY of the problem on a 5-point scale with 1 = minor problems and 5 = very severe problems. (Obtain a number:_____.)

ABOUT THE EVALUATION Narrative Statement: What's your general feeling about the evaluation component? Strengths? Weaknesses?

Has the evaluation data told you anything of practical interest? Personal interest?

Have you made any program changes based on the evaluation data?

In your opinion, what three things make a good parent? (Ask for elaboration, if necessary.)

1.

2.

3.

Please make any additional comments or suggestions about the program if you want.

APPENDIX J.
PROGRAM PRESENTATION LOG

CODE:

EFP PROGRAM PRESENTATION LOG. FROM / / TO / /

Please complete this information:

Your NVO:_____ EFP SITE:_____

Your Name:_____

Talk Presentations			Media Presentations
Date Given	To Whom Was Talk Given?	How Many People Were There?	Describe, giving the type of presentation (e.g., Newspaper, T.V., Radio, Magazine, etc.).

APPENDIX K.
PROGRAM DISSEMINATION LOG

CODE:

EFP PROGRAM DISSEMINATION LOG. FROM / / TO / /

Please complete this information:

Your NVO:_____ EFP Site:_____

Your Name:_____

Please list below the names of all COMMUNITY AGENCIES which have started EFP programs directly because of you and your EFP program. Do not list programs which you started for your NVO. Please list only those programs which started between the dates listed above.

Name of Program	Address	Estimated Number of Teens Involved

APPENDIX L.
TRAINING MATERIALS DISTRIBUTION LOG

CODE:

EFP MATERIALS DISTRIBUTION LOG

Please complete this information:

Your NVO:_____ EFP Site:_____

Your Name:_____

Date Sent	Title of Materials	To Whom Were They Sent? (Attach a list if you prefer.)	How Many Copies?

APPENDIX M.
ANALYSIS OF COVARIANCE ADJUSTED SCORES: YEAR 2

ANALYSIS OF COVARIANCE ADJUSTED SCORES FOR YEAR 2 SHOWING THE AVERAGE PERFORMANCE OF COMPARISON AND PARTICIPANTS COMBINED (AVERAGE SCORE), THE AVERAGE COMPARISON SCORE AND THE AVERAGE PARTICIPANT SCORE. "SIG" INDICATES THAT THE PERFORMANCE OF THE COMPARISON AND PARTICIPANT GROUPS ARE STATISTICALLY SIGNFICANTLY DIFFERENT (I.E., PROBABLY NOT DUE TO CHANCE, $p \leq .01$)

		Participant Sample							
		BSA	BCA	4-H	GSUSA	NFS	SA	SCF	National
Basic Module	Average Score	4.70	4.65	4.87	4.86	4.61	4.80	4.69	4.94
	Comparison Score	4.68	4.65	4.77	4.72	4.60	4.72	4.68	4.74
Before Birth	Participant Score	5.29	4.56	5.18	5.19	4.70	5.40	4.83	5.12
(10)	Outcome	--	--	Sig	Sig	--	Sig	--	Sig
	Average Score	5.44	5.39	5.64	5.50	5.29	5.53	5.40	5.55
Infants Can	Comparison Score	5.44	5.41	5.50	5.53	5.36	5.46	5.43	5.54
Do (14)	Participant Score	5.40	5.01	6.06	5.43	4.61	6.13	4.92	5.56
	Outcome	--	--	Sig	--	Sig	Sig	--	--
	Average Score	9.95	9.86	10.27	10.24	9.61	10.16	9.84	10.32
Understanding	Comparison Score	9.92	9.86	10.04	10.07	9.68	10.01	9.83	10.02
Infants (18)	Participant Score	11.05	9.80	10.98	10.61	9.01	11.33	10.02	10.58
	Outcome	Sig	--	Sig	Sig	Sig	Sig	--	Sig
	Average Score	4.49	4.44	4.71	4.64	4.34	4.66	4.43	4.75
Family Life	Comparison Score	4.47	4.44	4.59	4.57	4.40	4.55	4.46	4.62
(10)	Participant Score	5.04	4.45	5.07	4.80	3.82	5.54	3.82	4.86
	Outcome	--	--	Sig	Sig	Sig	Sig	--	Sig
	Average Score	24.67	24.44	25.60	25.45	24.00	25.29	24.48	25.83
Total (52)	Comparison Score	24.62	24.43	25.07	25.02	24.01	24.91	24.48	25.03
	Participant Score	26.21	24.58	27.22	26.48	23.92	28.43	24.49	29.56
	Outcome	--	--	Sig	Sig	--	Sig	--	Sig
Optional	Average Score	7.04	6.95	7.16	7.06	6.83	7.00	--	7.01
Module	Comparison Score	7.02	6.98	7.09	7.08	6.89	7.00	--	7.02
Adolescence	Participant Score	7.63	6.39	7.43	7.01	6.20	7.11	--	7.00
Me, Myself, I	Outcome	--	Sig	Sig	--	Sig	--	--	--
(10)									
	Average Score	6.18	6.10	6.57	6.27	5.75	6.53	5.83	6.21
Sexual	Comparison Score	6.25	6.01	6.51	6.29	5.72	6.43	5.96	6.16
Behavior (15)	Participant Score	5.58	6.39	6.67	6.24	5.80	6.73	5.37	6.22
	Outcome	--	--	--	--	--	--	--	--

APPENDIX N.
ANALYSIS OF COVARIANCE ADJUSTED SCORES: YEAR 3

ANALYSIS OF COVARIANCE ADJUSTED SCORES FOR YEAR 3 SHOWING THE AVERAGE PERFORMANCE OF COMPARISON AND PARTICIPANTS COMBINED (AVERAGE SCORE), THE AVERAGE COMPARISON SCORE AND THE AVERAGE PARTICIPANT SCORE. "SIG" INDICATES THAT THE PERFORMANCE OF THE COMPARISON AND PARTICIPANT GROUPS ARE STATISTICALLY SIGNIFICANTLY DIFFERENT (I.E., PROBABLY NOT DUE TO CHANCE, $p \leq .01$)

		Participant Sample								
		BSA	BCA	4-H	GSUSA	NFS	SA	SCF	GS-S	National
Basic Module	Average Score	4.78	4.67	4.78	4.68	4.64	4.76	4.67	4.59	4.74
	Comparison Score	4.72	4.65	4.72	4.68	4.63	4.70	4.68	4.64	4.65
Before Birth	Participant Score	5.74	4.77	5.25	4.65	4.78	5.01	4.48	4.36	4.83
(10)	Outcome	Sig	--	Sig	--	--	Sig	--	--	Sig
	Average Score	5.50	5.33	5.60	5.43	5.35	5.45	5.41	5.38	5.42
Infants Can	Comparison Score	5.47	5.39	5.51	5.45	5.39	5.46	5.42	5.43	5.48
Do (14)	Participant Score	5.98	5.03	6.33	5.26	4.80	5.41	5.15	5.15	5.36
	Outcome	--	--	Sig	--	--	--	--	--	--
	Average Score	10.12	10.00	10.13	9.86	9.75	10.10	9.83	9.87	10.18
Understanding	Comparison Score	10.01	9.87	10.00	9.86	9.72	10.10	9.85	9.85	9.91
Infants (18)	Participant Score	11.85	10.62	11.20	9.86	9.39	10.56	9.36	9.95	10.43
	Outcome	Sig	Sig	Sig	--	--	Sig	--	--	Sig
	Average Score	4.56	4.46	4.57	4.42	4.39	4.56	4.44	4.36	4.48
Family Life	Comparison Score	4.50	4.46	4.53	4.45	4.42	4.50	4.46	4.45	4.48
(10)	Participant Score	5.52	4.45	4.93	4.14	3.96	4.81	3.88	3.93	4.48
	Outcome	Sig	--	Sig	--	--	Sig	--	Sig	--
	Average Score	25.06	24.53	25.17	24.58	24.22	24.97	24.44	24.26	24.93
Total (52)	Comparison Score	24.85	24.42	24.93	24.57	24.22	24.78	24.47	24.29	24.52
	Participant Score	28.29	25.06	27.08	24.63	24.16	25.85	23.66	24.11	25.32
	Outcome	Sig	--	Sig	--	--	Sig	--	--	Sig
Optional	Average Score	7.12	6.96	7.07	6.90	6.93	7.01	6.96	--	6.92
Module	Comparison Score	7.06	6.97	7.08	6.82	6.97	7.05	6.99	--	7.02
Adolescence-	Participant Score	7.94	6.85	6.99	5.98	5.94	6.77	5.54	--	6.78
Me, Myself, I	Outcome	Sig	--	--	Sig	Sig	--	Sig	--	--
	Average Score	6.48	5.91	6.43	6.12	5.87	6.44	5.77	--	6.15
Sexual	Comparison Score	6.44	5.97	6.45	6.16	5.64	6.37	6.02	--	6.26
Behavior (15)	Participant Score	6.59	5.86	6.41	6.02	4.88	6.54	4.72	--	6.10
	Outcome	--	--	--	--	Sig	--	Sig	--	--